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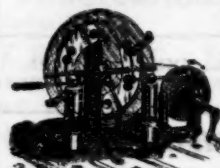
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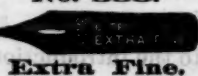
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COMMENCEMENT, to thousands, is the beginning of real work. The boy who has been head over heels in Latin, Greek, and metaphysical abstractions for seven years, begins to realize that he is living in a world of things, where diplomas weigh little over against a modicum of hard common sense. An old farmer, famed for his sound sense and hard silver dollars, said to a young college graduate, "Well, John, what can you do?" "I can read Homer, and translate Horace at sight, I know the psychological theories of the great thinkers, and can calculate eclipses. I can—" "Hold on!" "hold on!" interposed the old husbandman, "Can you drive a balky yoke of oxen?" The young graduate had to confess he could not. What the farmer should have asked was, "Can you think?" This is a divine art. How many soon find out, just after graduation, that here they fail, and that they may not be left behind in the race of life, they take up this new study. Thinkers are the rulers of the world. The untitled nobility of America are her merchants, contractors, lawyers, doctors, and preachers, who govern their associates by the force of their minds. When a first-rate thinker is let loose from college walls or farm yard fences, look out! Something will happen! Vanderbilt, Beecher, Garrison, Webster, Calhoun, Jackson, and Lincoln were thinkers. Napoleon and Caesar were thinkers. It is of the utmost importance that thinkers should be good men and women. It doesn't matter so much what sort of a character on

imitator has, only his associates should be chosen; but a thinker will make his own surroundings. It is of the utmost consequence, then, that graduates should be *thinkers* and *good*. How is it, teachers, with your graduates this summer? Here's the test.

RELIGION isn't one thing, the church another, the school something else, and business by itself. They are all so intimately connected that they cannot be fenced off like the lots of a farm. A school without religion in it isn't worth a rye straw, and a state or a business without the school would be miserable failures. Men may say what they please, but still it is a fact that school questions, political questions, business questions, and religious questions are all intimately connected. *And they ought to be. They must be. They always have been.* A teacher without political opinions isn't fit to teach. Every sane person of even average intellect has a religion. He is bound to have. It is folly to talk about keeping politics, business, or religion out of the school-room. We might as well try to keep air and sunlight out. There is no such thing as a non-sectarian and a non-partisan education. It doesn't exist except in the imagination of the foolish. If a teacher has no opinions on each one of the vital issues of the day, he isn't the seventh part of a man, or a woman. And any one who *has opinions*, but is afraid to express them, is too pusillanimous to live in a civilized country, or claim any one of the necessary attributes of manhood and womanhood.

JUST now, thousands of young men and women are asking their teachers for advice in reference to their life work. It is a critical period in their history, and a wrong course commenced now, is certain to give great trouble hereafter. It needs great wisdom to direct an ambitious young person as to the right course to pursue. Many a man is a lawyer who ought to have been a doctor, and many a preacher is vainly attempting to hold a congregation who would have made a great success in holding a plow. The thing to be decided is *adaptation*. What is this boy fit for? Where does the talent of this girl lie? Be careful, teachers, that you make no mistake. Its results will be too far reaching, and life is too short and too precious to trifle with it. Then, the kinds of work in which young men or women can profitably exercise their talents are much more numerous than ever before; especially is the work of women greatly enlarged.

Science opens many opportunities for the activities of both sexes. The living languages of Europe are more than ever necessary for success in most departments of work; especially is the language of Goethe, Schiller, Herder, Wieland, and Richter becoming essential to either scholastic or business success. The place of Greek and Latin is to-day secondary and select. Thousands of teachers are making a great mistake in requiring a large number of their pupils to devote several precious and important years to the study of the ancient languages. Success now depends upon many conditions. It is *what is in the boy*, not what is in his father's position or bank that makes him successful. Teachers, be not hasty in urging your pupils to pursue a certain course, yet when you have decided convictions, be not backward or weak in expressing them. *A right start, and half the battle is won.*

THE PRESBYTERIANS recently discussed the question of "high standards," and "low standards," and the majority protested against letting them down an iota. We agree with the majority. High standard men and women are just now a necessity. If retaining the statements of old Calvinism will give us a high standard of Christian

livers and teachers, by all means strengthen the decrees. But we have a suspicion that it wasn't the old catechism that gave our fathers their upright character. Good doctrine is good, but good living is a great deal better.

THERE will be a very large number of boys who will emerge from the school-room during these June days, never to return to it again; they will mingle in the duties of life, rather hesitatingly at first, but becoming bolder by success, or by the pressure behind them, will plunge in and become a part of the great, hard-working throng that constitutes the real world. The teacher has seen for many months that certain ones will never return to his care again. It has cost him pain to think of this, for he has seen that the equipment for life's struggles was of the most meager kind. Gladly would he have done more.

Time goes on; years have intervened, and he meets some of these school-boys again. They are now no longer boys, however. They are bearded men; lines of care are on their faces; they may have families around them. Some are prosperous, and some are not. The teacher will look to find some connection between the school life and real life. Why is John a prosperous man, and why is Charley not so? Has it so happened because Charley did not receive the attention he needed? Or, was the school planned on a right basis? Many serious thoughts will arise in the teacher's mind. The teacher certainly must be judged by the future life of the boys. The farmer ploughed his field, harrowed it, sowed it, and it looks well to the eye; but it is the harvest that is going to test the skill of the man. To teach in permanent lines is one thing; to teach for the day is quite another. There is much of the latter and little of the former. To teach properly, the lesson must be regarded as a scaffold, a temporary structure. The scaffold is necessary, but if the whole strength be given to that, the building will be forgotten.

Over and over it must be repeated by the teacher, that he can but promote self-education. We are constituted by our Creator with faculties to attain success in this world. The processes of the mind and of external nature aim at man's development, for practical ends. There is a tendency to interfere with this development; so much time is given to attain certain arts in the schools that there is little or no time for development, even if the teacher clearly saw the difference.

Now, whether the boy will succeed in life's struggles depends on whether his powers have been developed. Sometimes this process does not begin until he finds himself in the heat of the battle. Said a busy lawyer, "I came to the city an unfledged fellow, knowing nothing really; I found I must forget my class-room attainments and begin anew. My success has been due to my close study. I knew I was ignorant and set to work to learn. All the college ever did for me was to get me into a way for doing things by mouth and pen."

The intention is to draw the teacher's attention to the real objective point, for which he should labor. Is that boy, that is to leave you this year forever, a firm believer in sure rewards to those who are truthful and industrious? Has he been trained to use his own powers? Has he been taught to express his knowledge, or his thoughts, in a ready, accurate way? Does he know where to find knowledge on many subjects if he needs it? Is he self-governed? Does he seem able to direct his mind to subjects of thought?

These are some of the questions that will force themselves on the teacher. These are the test questions. Not he who has mastered the book is to win in life's race; but he who, in mastering the book, has become a better master of himself.

WHY EXAMINE?

Does it educate? Who should examine? On what should we examine? Why should we examine? When examine?

We do not propose to discuss these questions in the order given, but in a more logical manner.

Why? Because it is necessary to test the capacity of pupils once in a while. If children were receptacles of various sizes, capable of growth and contraction, we would examine them occasionally to find out how much each holds, and then compare their several capacities with the previous test. This would be a very simple operation and exceedingly satisfactory also. We ought to examine pupils for the same purpose. Here is John, for instance. He is twelve. Now let us see how much he holds? We begin asking him such questions as these? "Who was George Washington? Was he a good man? Why do you think so?" That's a clincher. If he answers that first-rate, he has mental grip; but if he stammers and stutters, his grip is weak. Then we turn to arithmetic and ask, "What is a fraction?" "Name one." He names one-fourth. "Show me one-fourth." "Show me one-half of it." "One-eighth of it." "Now multiply one-eighth by two, and show it to me." "Multiply one-half by one-fourth and show it to me in pieces of paper." Now here's the rub. John is put to his best here, and if he stands, what a glorious boy he is; but if he falls he must be educated, not scolded, but educated. Next comes grammar. We say, "Please write a note inviting me to take tea with you; fold it, and address properly." While he is doing this we turn to Eliza and say, "Please write a sentence containing the words *have been*." She writes, "I have been to school." We ask, "Suppose you have not been to school what would you write?" "What change does not make in the sentence? You call it an adverb. Why?" "Does it not change the meaning of the entire sentence, and modify the whole sentence?" Eliza is tested. By this time John's note of invitation is ready. I ask him to change it to a note of acceptance, or to a business letter. In all of this, there is no marking, no percentage grinding, no memory testing, but simple exercises in mind gauging. The one point to be determined in such an examination as this is mental power.

There are times when it is necessary to ascertain just how much a candidate knows. Such an examination would be different from the one here indicated, but for promotions where the pupils have been under the eyes of the teachers, day after day, for an entire term the testing for the number of facts committed to memory is unnecessary, but for entrance into a college, or West Point, or for a state certificate it would be proper. The whole subject may be summed up as follows. The object of an examination may be—

1. To find out exactly the amount of knowledge a pupil has.
2. To discover his mental capacity.
3. To put him in a condition so that he can discover truth for himself.
4. To secure his confidence and co-operation.
5. To find out his erroneous ideas and difficulties.

NEAR-SIGHTEDNESS.

The remark was made a few weeks ago, by a very intelligent German gentleman, that he did not meet as many children wearing spectacles as in his country. It has been said with considerable truth that "Germany is a much bespectacled people." We are fast becoming such. "Certainly the trade in spectacles has grown amazingly in the last few years," said a Broadway oculist the other day, "and parents pay more attention to complaints of sore or weary eyes than they used to. In my youth people thought it all nonsense to put spectacles on children, and little was known, comparatively, of the proper methods of grading the glasses to the eye. Now the science is in a high state of development, and probably as many parents put glasses on their children as a mere preventative of serious damage to the sight as for actual present necessity." The fault of near-sightedness, like a hundred other things, has been laid at the door of the schools. We protest. Let parents take some of the blame to themselves. A daily paper, in commenting upon the treatment of children by nurses a few weeks ago, said: "One cannot walk in the park and streets without seeing hundreds of babies in perambulators wheeled by careless nurses, who allow the sun to stream into the faces of their little charges, heedless of the serious results which must follow. One

sees the hapless babies turning and twisting their necks in an endeavor to rest their tired orbs from the pitiless glare, all to no purpose. The better class of perambulators have shades, it is true, but nurses seldom bother to adjust them at an angle where they do any good." It will be a long time before all the woes of humanity are lessened, but in the meanwhile we would suggest that a few lectures be read to parents. Let teachers have a little rest.

AN INCIDENT.

A teacher was sent to a primary school in a small town, and after a two weeks' trial returned to her home. The superintendent wrote to a friend: "Miss W—— is a good teacher in very many respects, but she lacks the power to control a room of thirty children. She can manage a class who stand around her and are interested to learn; she is quite able to interest them in what they are doing, but she cannot take hold of the school as a whole and impress herself on it; she can only work on individuals and small groups. She seems to have unusually good ideas about teaching. I would employ her as an assistant to a strong, energetic woman, who could give her small groups of children to teach."

This is a careful statement; generally such a teacher would be classed as "unable to govern." The practical question is, can such a teacher advance from the stage in which she only exercises her power over a few to the higher stage in which she makes a large number feel her influence. We reply, "Yes, certainly."

1. Such a teacher should see what her defect is; she only acts on individuals, or small groups of individuals.

2. She should practice coming before a school-room prepared with something that will hold the attention of the whole:

(a.) Singing. (b.) Marching. (c.) Telling a story. (d.) Explaining something from a map or chart. (e.) Gymnastics.

By daily doing this and watching her audience, carefully adapting herself to them, and changing her plans as needed, stopping when her power is suddenly gone, always looking them in the eye, never seeming embarrassed, always choosing subjects that relate to childhood and interest it, always choosing methods that are appropriate to children—a teacher will feel the ground grow steadily under her feet. She may require some time to educate herself in what is called "governing," but by study, observation, and practice this teacher may become successful in all particulars.

THE NEW EDUCATION.

During the years '79, '80, '81, the SCHOOL JOURNAL found it necessary to employ a term under which the reformed methods might be grouped and described. The term "new education" was selected; it had had a limited application to the kindergarten system. It was now applied broadly and generally to describe those methods that the disciples of Pestalozzi employed; it must be remembered that Froebel was one of these.

The term was taken up and discussed by thinking teachers everywhere, "Talks on Teaching," by Col. Parker, and the "Quincy Methods," by Miss Patridge, explained and illustrated it. A decided movement was visible as the result of the discussion; many began to enroll themselves as "new education" teachers; boards of education described the teachers by this term. Many of the routinists, laughed at the term, but it has become general throughout the United States, and has now gone into England. There is scarcely a newspaper that does not use the term.

It is charged that the term has never been defined; this is a grave charge often brought forward by the old educationists. This is no objection. Who can define the "new school" of art? And yet it exists. There is plainly a "new school" of architecture observed. The "new chemistry" is a term that is becoming settled in use, and yet it took a whole book to define it.

The *Journal of Pedagogy*, a very solid and able paper, says: "No one seems to be able to say precisely what the new education is. It seems to be rather an attitude—a tendency—than a definite principle or set of principles. Still all its advocates would agree in certain general postulates. They would all hold that no study is valuable that does not develop power; that the cultivation of memory should be made subservient to the cultivation of the higher faculties of the mind; that instruction should be adapted to the condition of the pupil, and not to the wants of the future man; that greater stress should be

laid on the natural sciences, and on the modern languages and literature, and less on the languages and literatures of Greece and Rome; that the curricula of our schools in general require readjustment; that industrial training should form a part of the education of all classes; that the higher education of women is as imperatively necessary as that of men; that teachers need specific professional training; and in all this we agree with them."

A PICTURE FROM LIFE.

Some time since some members of a school board of a town were discussing the superintendent of their schools. This is about what they said:

"X is a good fellow, hard working, and means well, but, I doubt if he understands education as it is to-day."

"Yes, he means well, but he has got as far as he will go. I should favor holding on to him if he would be better next year than this."

"It is a pity he stands in his own way. At the meeting that was held in the winter he made a bad impression; he seems to have got into the way of criticising severely all who differ from him. He has an intolerant spirit."

"Yes, he thinks that he knows all there is to be known about schools; that is the worst fault he has, in my judgment. When Miss M—— (an assistant) suggested to me certain changes in her department and I told him of them, why, he began a tirade about her. It disgusted me."

"He seems to be entirely wanting in the spirit of progress; he is too careless of his personal appearance. His clothes are far from neat. I don't like to be too fastidious, but I doubt if he thinks to clean his nails daily."

"His lack of early training is a common remark in the town. He was, it seems, a poor boy on a farm, and got his education the best way he could, and advanced from school to school. But never going into social life, and hearing the views of others, he lacks in certain directions that, at his age, he never will make up."

"I suspect that is the bottom of the difficulty. He knows the great outlines of school work; but as to culture, that is something he has not advanced to. I think his definition of education would leave culture out. He is for grinding down on the three R's very heavily; that, and keeping good order."

"I hear a great deal, as I travel, of the advance in education in other places. I think of our city and I confess I don't see any signs of progress in our schools. I often feel ashamed that we are so behind. It seems to me that our superintendent is lacking as a leader. He don't aid us to move the schools on, and we can't get him to, either. He says they are all right as they are."

Now this gentleman was known to us as a pains-taking, self-educated, hard-working man. Also, as self-opinionated to a remarkable degree. He had got into that fatal position, nothing more to learn about education. Yet he has decidedly a mind of unusual power. All propositions for advancement or improvement he meets with a sneer. If he does not say "humbug" he thinks it. All of his movements have been to cut closer to the pattern he had set up in his mind. Such a man will some time fail. The pattern must enlarge with the times. Every day must be treated as a new day. We have before alluded to a Western school superintendent, who was afflicted with the "dry rot," according to the daily paper of his town; that man has been retired. And yet to the last he declared he was all right, the schools were all right; the teachers and members of the school board who asked for advanced ideas he declared were all wrong.

Supt. Greenwood, who comprehends the situation, lately had a ringing article on the "dry rot," in schools. Schools are living things; the superintendent must be a live man. "Let the dead bury their dead;"—the educational dead are numerous, but not so numerous as they once were.

In the June number of the *Ohio Educational Monthly*, the state commissioner of common schools tells what should be done, and what not done at the institutes. If he had said that no institute conductor or editor of an educational paper should be allowed to get up and say, "that every one who failed to support a certain paper named was unworthy the name of teacher" he would have done a good thing. Such talk is heard in Ohio, friend Hancock.

No amount of intellectual knowledge will make a man educated.

THE public school at Lisbon Centre, N. Y., Eliza Harper, teacher, has raised three dollars and sent it to the Johnstown sufferers through us. It will be added to other mites, and swell the sum necessary to erect a new school building in place of the one destroyed. There ought to be three thousand contributions like this during the next two weeks. Let the good work go on. He gives twice who gives promptly.

Gov. HILL has vetoed the appropriations made by the recent New York legislature, setting apart \$240,000 for new normal schools at Jamaica, Fairfield, Whitesboro', Saratoga, White Plains, and Watkins.

AN important notice to those who are expecting to attend the coming meeting of the New York State Teachers' Association, in Brooklyn, will be found on page 406 of this issue.

As the United States has no system of registration of vital statistics, such as is relied upon by other civilized nations for the purpose of ascertaining the actual movement of population, our census affords the only opportunity of obtaining an approximate estimate of the birth and death rates of much the larger part of the country. During the month of May the census office issued to the medical profession throughout the country "Physician's Registers" for the purpose of obtaining more accurate returns of deaths.

THE Southern normal schools are moving forward. The state normal college at Troy, Alabama, under the presidency of Dr. Edwin R. Eldridge, especially aims at giving teachers a thorough professional training. This year this school will graduate twenty-eight teachers. They will be a power in their native state.

TEN thousand teachers of this city and its suburbs will soon be seeking rest in the country. The JOURNAL each year points out places that may be easily reached by them. One year the editor went to the trouble of inspecting fifty places on the Erie railroad, and was so pleased that he located himself on the spurs of the Alleghany that year, and for several years after went into this region. We can speak from experience that the Erie railroad opens up a wonderful country; beginning at Suffern, there is scarcely a point where rest and healthful homes are not to be had, and at a very moderate cost. The train service on the Erie is now admirable. It will be worth while to invest in the guide-book, "Summer Homes," published by the Erie Railroad Company. It is a very neat book and full of information. Orange county, through which the Erie railroad passes seems to be especially destined for summer homes. There are delightful farm houses on the hills and mountains, and beside the streams, for every one who seeks them.

GEORGE A. LITTLEFIELD, superintendent of schools of Newport, has been elected principal of the state normal school, vice General T. J. Morgan, resigned. We congratulate Rhode Island on the selection of so good a man.

TEACHERS and their friends living in Connecticut, New York, or New Jersey, who expect to purchase tickets to the National Association meeting at Nashville, at reduced rates, must secure certificates from either, C. J. Prescott, public school 13, Jersey City; Geo. J. McAndrew, high school, New Haven, Conn.; A. P. Chapin, Rochester, N. Y.; or Jerome Allen, 25 Clinton Place, N. Y. City. The total cost of this trip from New York to Nashville and return will be \$37.00. This will include meals and stateroom to Norfolk on the steamer. To those who return by Richmond and the Old Dominion Steamship Line to New York, the price will be \$32.00, meals and stateroom going and coming included.

THE poetry on the first page week before last, and a description of the ride of an unknown hero down the valley to Johnstown, should have been credited to the *Mail and Express*.

THE fact that Dr. Edward Brooks has been added to the faculty of the National summer school, Round Lake, N. Y., shows that those who attend our summer normals, will be satisfied only with the best instructors that can be obtained.

THE NEW YORK EDUCATIONAL BUREAU finds skilful teachers are more in demand this year than ever before. This bureau makes a specialty of supplying teachers of high grade. Those who are seeking first-class situations, and those who are seeking first-class teachers, should address at once with stamp, HERBERT S. KELLOGG, 25 Clinton Place, New York City. It may lead to something very promising.

THE SYLLOGISM APPLIED TO THE PUBLIC SCHOOL SYSTEM.

By ARISTOTLE.

There are some people whom nothing can reach but a syllogism. How will the following series do? If they are not made to stand, what better fun than to knock them all down like a row of bricks?

1. The schools are maintained for the promotion of the best interest of the state. The best interest of the state chiefly consists in honesty and intelligence and industry in its citizens. *Ergo*: The schools are maintained chiefly for the promotion of honesty and intelligence and industry.

2. The schools are chiefly for the promotion of honesty and intelligence and industry. Honesty and intelligence and industry are internal growths, not external applications. *Ergo*: The schools are chiefly for the promotion of three forms of internal growth.

3. The schools are chiefly for the promotion of three forms of internal growth. All such growth consists in development. *Ergo*: The work of the schools is chiefly a work of development.

4. The work of the schools is chiefly a work of development. All works of development depend chiefly upon the vigor and direction of their first stages. *Ergo*: The chief work of the schools depends chiefly upon the vigor and direction of its first stages.

5. The chief work of the schools depends chiefly on the vigor and direction of its first stages.

The first stages of school work are conducted by primary teachers. *Ergo*: The chief work of the schools depends chiefly on that part which is done by primary teachers.

6. Primary teachers do that part of a work of development upon which the whole chiefly depends. In all works of development the part upon which the whole chiefly depends requires the greatest skill and carries the heaviest responsibility. *Ergo*: The work of primary teachers requires the greatest skill and carries the heaviest responsibility.

7. Primary teachers do the work which requires the greatest skill and carries the heaviest responsibility. Those who do such work should receive the highest salaries. *Ergo*: Primary teachers should receive the highest salaries.

8. Primary teachers should receive the highest salaries. Primary teachers do not receive the highest salaries. *Ergo*: Something's wrong.

VACATION, AMBITION, AND CONSCIENCE.

"How shall we spend vacation?" becomes the important question as the school term draws to its close. Zealous school people are saying, "Go to a good summer school." Doctors and friends are urging, "Forget all about school and recruit." The tired, but conscientious teacher who spent last vacation in a rowboat, under a swaying roof of leaves along the margin of some lake is asking, "Did I do right?"

Vacation is our free time for truth-seeking. We may seek it in thousands of pleasant and diverting ways, and the more we find of it, the more we shall want to take it home to our class-rooms. If we find it in pebbles and shells on the shore, if we find it in grasses and wild flowers, let us bring some of it home for the poor little, dependent creatures that will pour in at our school doors ere long, from stifling back streets and look to us for all their stunted share of Nature's fair teachings. If we find it in fresh thought, prompted by fresh surroundings, let us make an immediate application of it in some plan for future work.

There is scarcely any way of spending vacation that will not make it a benefit to a teacher who loves her pupils. To travel is a constant inspiration. To swing in a hammock and read a good novel may teach a good deal of psychology. To return to some favorite study, whose pursuit has been prevented by the cares of the school year is a reminder of the pleasures that await the voluntary student, the bent of whose mind determines the direction of his thought, but is denied to the obedient plodders of the average school-room. To gather daisies and buttercups for two whole, care-free months is to learn pity for the caged throngs that know nothing during all that delicious time but the noise and dust of traffic, and the heat of paved streets and packed houses.

To spend two or three weeks at a good summer school is not a weariness of the spirit to a teacher who feels the greatness of her responsibilities, and earnestly desires to discharge them better year by year. She is sure to catch

and impart some inspiration in meeting others of equal enthusiasm with her own, and from widely different localities—sure to get and to give some gleam of truth. The afterpart is to take this new bit of truth away to realms of quietude and rest, and nurse it, that something may come of it. Man is a ruminating animal, and, for the best assimilation of thought, he must lie down in the shade and chew the mental cud. To exchange the ten months' rôle of teacher for the three weeks' rôle of pupil is in itself a rest for most minds. If the studies taken up are not too laborious, the teacher finds that "change of work is play." Then, when the summer school closes, there are still several weeks for absolute rest, the pleasure of which is enhanced by the consciousness of advantages enjoyed at the proper and only possible time.

E. E. K.

THE MURDOCH AND ABBOTT SCHOOL OF ORATORY,

WEIR'S, N. H.

This school will hold a five weeks' session, beginning July 8. The distinguished elocutionist, reader, and actor, whose name is a household word in America, Mr. James E. Murdoch, is to have a school of oratory in connection with Rev. E. C. Abbott. The object of the school is to teach Mr. Murdoch's celebrated system of voice training and dramatic expression, which he has fully set forth in his books recently published. Messrs. Murdoch and Abbott have associated with them Prof. J. W. Churchill, of Andover Seminary; Prof. Howard M. Tichnor, professor of oratory in Brown University; Rev. Edward Everett Hale, D.D., of Boston, the eminent preacher and magazine writer; Prof. H. P. Townsend, of the National School of Oratory of Philadelphia; Prof. McLeary, of Toronto University; Rev. E. C. Abbott; Miss Lillie Holingshead, and others. This distinguished faculty will surely do some excellent work for their art and offer an exceptional opportunity to all who may wish to study the art of expression. The school is located at Weir's, N. H., about one hundred miles from Boston, on the shores of Lake Winnepesaukee, the most beautiful lake in New England.

THE TEXAS SUMMER NORMAL SCHOOL,

GALVESTON, JULY 1-31.

The Texas summer normal has been organized to provide a summer normal and school of methods for the teachers of Texas and the Southwest; to establish schools of higher instruction under educators of undoubted ability and national reputation, and to afford a vacation rendezvous for the teachers. In the various schools comprised by the normal, the teacher may pursue such studies or study as he may elect. No cast-iron course compels a wearisome round of toil that would make the vacation a task instead of a pleasure. If the teacher desires but one single study to occupy an hour a day, the entire curriculum is open for his selection; or if he wishes a complete course, occupying his entire time, and ranging over the whole field of professional study, the matter is left to his discretion; while everything is designed to make the summer vacation a time of rest and general recuperation.

SUMMER MANUAL TRAINING SCHOOL,

TOLEDO, OHIO.

This school will commence July 8, and continue six weeks.

The instructors will be selected from the manual training schools of St. Louis, Toledo, and possibly Cleveland, and all the work will be done under the general supervision of Prof. C. M. Woodward, who will give a course of familiar lectures on the theory and methods of manual training.

The admirable wood-working rooms and drawing rooms of the Toledo manual training school will be used for the proposed instruction and practice. All tools, except drawing instruments, will be furnished by the school, and all materials, except drawing paper, ink, etc., will be provided. The lathes and gridstones will be driven by the engine of the school. For further particulars address C. M. Woodward, St. Louis, Mo.

THE strong passion for loud-sounding names has invaded the Indian Territory. There is at Muskogee, in that territory, a school aided by the Baptist Home Mission Society that goes under the name of the Indian University.

THE PRESENT STATUS OF MANUAL TRAINING.

By SUPT. S. T. DUTTON, New Haven, Conn.

In all progress two things are essential: first, a new idea or principle, second, the successful application of that idea.

That mental training is broadened and enriched when blended with art and manual exercises is a new idea to this extent, that recently, for the first time, it has assumed in the minds of many people the form of an overpowering conviction. Within the past five years the educational codes of several European countries have been reconstructed with reference to this principle. It is gaining converts in this country daily, and inquiries are coming from every quarter concerning the best methods of working. Is it to be supposed for a moment that those who are patiently trying to give practical shape to this new doctrine are in any way deluded, or are in the slightest danger of meeting disappointment or failure?

Those who make this prediction will surely be left stranded upon the shoals of their unbelief. Here and there in America, as in Europe, the problem is being solved. The concrete and real are being set in place of the abstract and shadowy.

I believe there is little heart in the opposition to this movement. The sages who declaim against it are prompt to recognize the value of drawing and modeling, and are among the most ardent champions of the kindergarten. They also admit that some of our youth must be trained for industrial life. Now they are busy protesting against carrying carpenter's tools into the school. There is danger that, like Napoleon at Waterloo, they will continue this controversy to a point where they will be unable to retreat in good order.

If one could journey through our towns and cities to-day, what would he find that is encouraging for the immediate future? He would discover a growing appreciation of the kindergarten and a growing purpose to consecrate to its beneficent uses the sunniest room in every newly-erected school-house. For example, in the city of Hartford, through the influence of Mr. F. F. Barrows, the veteran principal of the famous Brown school, a building exclusively for kindergarten has been erected on the same lot. Here are three or four beautiful rooms, a large hall for games, and a toilet and bathroom fitted with bath tubs, which is to be constantly in charge of a matron, as the school will receive many children whose personal habits will need constant attention.

In some places substantial progress has been made in adapting the hand work of the kindergarten to the primary school. I need not enumerate the occupations that are available. Any primary teacher who sends to Milton Bradley, of Springfield, Mass., can secure a full list of material, with prices therefor. A skilful teacher soon learns to manufacture work of her own material and to originate new ideas. Those seeking help on this subject can visit a true kindergarten, and consult with kindergartners and teachers who are proficient in this line.

The best busy work of this kind, I have seen, is in the model schools in connection with the State Normal School at New Britain, Conn., in Washington, D. C., Albany, and in New Haven. It has surprised me in visiting some of the leading cities of the New England and Middle states, to find almost no traces of this feature whose educational value I have never heard questioned.

In the laying of splints, pegs, and tablets, number, color, and form can be taught in a way that is thoroughly inductive.

Systematic work in pricking, sewing, weaving, paper folding, cutting, and mounting, is attended by great interest, and leads to neatness, accuracy, and a knowledge of form.

My advice to every primary teacher is, *begin some kind of busy work*. Divide the time not consumed by a given class in recitation into two parts. Use one portion for slate work, and the other for busy work. Teachers who have done this uniformly report that their pupils write better than when they were confined to their slates three or four hours per day.

Form study and drawing, with exercises in clay-modeling as taught under the excellent system of L. Prang & Co., with the kindergarten industries of which I have spoken, furnish ample manual training for the first three years in the primary school. If faithfully and intelligently conducted, the tone and temper of the school is radically improved under this training.

The nicely-formed spheres, cubes, cylinders, and prisms, as well as the forms of nature which the chil-

dren are taught to represent—all these are beautiful, but the sparkling eyes and eager faces expressive of pleasure, these are still more beautiful. The teacher who hesitates to enter this promising field for experiment does not know the real pleasure of teaching.

Commencing with the fourth year. Drawing and sewing seem to furnish ample manual employment for three years, possibly for four. Above this point, in the seventh or eighth year, comes domestic economy. I believe every town and city should provide facilities for one year of weekly lessons in this department. After observing the working of the half-year plan, I am convinced that forty lessons of two hours each are none too many. That thoughtful people appreciate this instruction it is unnecessary to say. Of one hundred and ten letters received from mothers of girls who attended the first course at the New Haven cooking school this year, one hundred wrote enthusiastically of the interest shown by their daughters in domestic affairs at home, and urge that this branch be made a permanent feature of the curriculum. The New Haven board is conservative, but they are not likely to hesitate about granting this request.

Excellent industrial training can be found for the unfilled year in the measuring for garments, and cutting patterns for the same. Drawing and designing are of course to be continuous.

But what shall be done for the boys beginning with the fourth grade?

For three years it is not often advisable to introduce them to the shop. Shall we not be able to devise manual training in the use of the pencil, rule, knife, and a few smaller tools that can be carried on, like drawing—in the ordinary class-room.

Such is my belief, and I rejoice to say that in the Welch training school, an experiment has been begun which is certainly promising of good results.

Knives a little smaller than the shoe-knife are used, and from squares and rectangular pieces of pine of uniform thickness, designs are cut after a drawing placed upon the blackboard. Anyone visiting the museum at No. 9 University Place, New York, can see a set of the slöjd models from the schools of Sweden. These models are very suggestive of what ingenuity can do in developing light wood-working in our schools in connection with drawing.

The boys of seventh and eighth grades should have shop training, if possible daily, or, if not, twice per week. Several text-books have been published already on this line of instruction.

Manual training in high schools is no longer an experiment. Any one who has time to visit Washington, Baltimore, or Philadelphia, may see grand illustrations of this form of the "new education." In the latter city particularly, we saw young men in a perfect glow of enthusiasm while pursuing the blended exercises of mind and body training. Here was the kindergarten grown to maturity, and yet pervaded by the same cheerful activity that means so much in any attempt for harmonious development.

If character is largely determined by the culture of the will and feelings, or, if the habit of spontaneous, self-directed action is a high educational aim, then we cannot be too earnest in discarding the idea that we can first train children to *think*, and afterwards teach them to *act*.

IS THE SYSTEM WRONG?

By JULIA M. DEWEY.

One whose opinion on any subject carries weight remarked the other day, "The public school system is all wrong." In substantiating his remark he said that the bright pupils are held back to accommodate the slow and dull, and all are turned out in the same mold, simply to carry out a system. System is the first consideration, human beings to be educated the second.

His criticism was in full accord with one clause of "The Protest," published in the *Nineteenth Century*.

"Under the prize system all education tends to be of the same type, since boys from all schools of the same grade meet in the same competition, and all teaching tends to be directed toward the winning of the same prize."

"No more unfortunate tendency could be imagined. The health and progress of any great science such as education depend upon continual differences, upon new ideas and experiments carried out to give effect to such ideas, upon the never-ending struggle between many different forms and methods, each to excel the other. It cannot be too often repeated that uniformity means arrest of growth and consequent decay; diversity means

life, growth, and adaptation without limit."

What was written with special reference to the prize system, as conducted in the schools and universities of England, applies equally well to our own public school system. Although prizes in money are not commonly offered, the marking and ranking stimulate just as unworthily, and have the same deadening effect on true intellectual and moral growth.

The one aim set before pupils (supposed to possess ability in diverse degrees), is the acquisition of the same amount of the same kind of knowledge in the same time. It would seem that the slow and dull are more to be pitied than the bright, as the ordinary school curriculum is filled to bursting, and ordinary minds stretched on the rack through a whole public school course cannot but become enfeebled. Their last state is worse than the first.

It cannot be denied that sinking the individual in the mass is one of the crying evils of the system. A French writer ranks it as a crime. Unless some remedy can be discovered and applied, it is probable that protests will continue to appear, and the verdict of the wise and thoughtful will continue to be against the system.

But it is difficult to find a remedy under the present condition of things.

As a matter of economy children in the public schools must be taught in large classes, and to develop the fullest individuality in fifty pupils in a limited space of time is no easy task.

If certain restrictions now placed upon the schools could be withdrawn, it might be possible that inherent individuality would assert itself without undue effort on the teacher's part. When the requirements of a school are such as to oblige all pupils of a grade to pass the same examination, and when the results of these examinations are to be reduced to fixed figures before further progress in any of the branches is allowed, there is small chance for any exhibition of individual talent.

These examinations are usually made to fit the words of text-book used, and so great is the amount required, it takes all the energies of teacher and pupil to accomplish the memorizing of facts, data, words.

Let this restriction be removed, so that teacher and pupil may work with a certain degree of freedom, without this bugbear of examinations continually in sight, or if examinations occur, let the examiners be those who seek to discover not so much what is in the mind, as the ability of each pupil to put something into it when the occasion demands, and the results will be far more satisfactory than at present.

But shall no standard be required? Shall each pupil from the beginning be allowed to follow his own sweet will? No, not entirely. All children should be instructed in certain branches, the so-called rudiments, but even the instruction should not be measured off by the yard, to be accomplished in a set time, without reference to the ability of the pupil. If necessary, the slow should be allowed to plod, and the bright to stride. Thoroughness, the god of the modern school-teacher, has almost become his bane, inasmuch as his standard of thoroughness is in accordance with a prescribed course of study, from which he thinks there ought not to be a "shadow of turning."

Let the bright pupil go at his own pace, let examinations, if required, be conducted on a different basis, let the high school course be largely elective, let time be taken and effort made for cultivating all the faculties rather than the memory alone, and there is a possibility that we shall not train up for the future a nation of uniform mediocres.

EDUCATION IN HAWAII.

By PRIN. A. J. THATCHER, Kohala, Hawaii.

The first educational work in the Hawaiian or Sandwich islands was done by American missionaries, the first of whom were sent out about 1820. They made a beginning by reducing the language to writing, a work which required many years of patient labor. They succeeded in making a phonetic alphabet; besides the five vowels, pronounced as in the Italian, there are only seven consonants; *h, k, l, m, n, p, w*. Many words are made up of vowels only. The natives are quick to perceive slight variations in vowel sounds, but can scarcely, if at all, distinguish consonants, a cause of endless labor in teaching them English pronunciation. They learn to read and write their own language, on account of its being so phonetic, very quickly.

At first, only the adults attended the mission schools. The pupils were selected by the chiefs and sent to the nearest missionary for instruction. Soon nearly every

adult was engaged in learning the art of reading and writing. Schools for the instruction of children in Hawaiian were established. As a result, illiteracy is unknown among the natives. A large number of works, including school books, are published in their language, besides a number of periodicals. The people, commonly called Kanakas, were not slow to see the advantages, commercial and otherwise, of knowing English, so a demand was made for the establishment of English schools. The government, by establishing these, is encouraging the desire for them. Besides these two classes, there are private or denominational ("independent," so called) schools.

The present organization consists of a board of education, and an inspector-general, both having the usual duties, but supervising the kingdom as a whole. In each district is a "school agent" having charge of finances and the school property; and a "school-policeman" whose business it is to visit each school, get a list of the absentees, hunt them up, and take them to school. Attendance is compulsory, though pupils may choose between English and Hawaiian schools. Unexcused absence subjects both pupil and parent to arrest. The police justice inflicts fine or imprisonment on parent or pupil as facts of the case justify. This, unlike many of our American school-laws, is rigidly enforced. Isn't here a model for some legislative bodies in the United States?

This school is, in many respects, a fair example of the government English schools. The comfortably furnished school building, and well kept grounds, would be a credit to any American village. There are four teachers, including the principal. The pupils number one hundred and fifty, and are about one-half native Hawaiians, one-third Portuguese, and the remainder is made up of half-castes, Japanese, and Chinese.

But few of them hear English spoken out of the classrooms. When they enter the primary, they seldom know a word of English, and as the majority of teachers do not speak Hawaiian, the instruction goes on for a few days in dumb show or pantomime. Teaching then continues, every method adapted or modified. They soon know enough of our language for ordinary routine work. At fifteen they may leave school, having usually finished the third reader and corresponding number and language work. We now have a number, only ten or eleven, who are doing fair work in that grade.

The natives are quick in numbers, very fond of music, and easily make beautiful penmen. They are as a rule, industrious, but noisy; always eager to be promoted, but if "put back," they weep bitterly, and like Rachel, "refuse to be comforted." The Portuguese, with centuries of illiteracy behind them, and the Hawaiians with their generations of sensuality, make discipline and teaching of morals up-hill work.

The most unpleasant thing in teaching here is the constant care to be taken to avoid contact with leprosy and syphilitic pupils. The authorities are displaying praiseworthy energy in trying to get the former in the leper settlement, but extremely vigorous measures are required to make a complete success of it, if at all possible. My assistants wear gloves in school, a precaution greatly to be commended.

In the Sandwich islands, native teachers get 87 1-2 cents for each day's work. In the English schools there, assistants are paid \$3.00, upwards; principals more. Living expenses \$25, \$30, and upward. This, in brief, is the condition of educational affairs in the Sandwich islands to-day.

HOW TO INTEREST CHILDREN IN THE NEWS OF THE DAY.

By LIZZIE ANGLER, Dakota.

Take sheets of common wrapping paper and make into the shape of a newspaper, only much smaller. For the outside have some pretty colored paper, and print some name on it, as, "The Student" or "The News of the World." Then elect an editor for one month, as it is better to have the paper issued monthly, and the rest of the scholars act as correspondents by bringing in clippings of all kinds; foreign and domestic news, personal items, poetry, and any items of general interest.

Have two or three of these read every morning, and if there are any left over read them on Friday afternoon with the general exercises.

The paper is divided into different parts for the different kinds of news. For instance one page is headed; "Poetry;" another, "Foreign News," etc. The editor takes the paper home on Friday evening; and pastes the pieces in it.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

FORM STUDY.—PRACTICAL LESSONS.

By LANGDON S. THOMPSON, Jersey City.

MODELING THE CUBE.

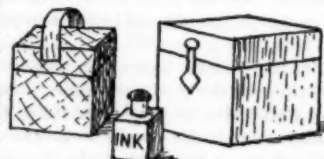
In modeling the cube as an educational exercise, it is well to begin by modeling a sphere, nature's favorite type form. This may be done rapidly, and without taking



time to give the sphere its usual finish. Now "hold the sphere rather loosely between the thumb and the index finger of the right hand, and tap it gently on the desk or slate several times; turn it so as to strike the opposite side several times in the same way; now take any space half-way between the flat places already made, and treat it in the same way; then, the space exactly opposite the last; finally, take the two spaces that are at right angles to the four flat places already made." This tapping and turning may be indefinitely continued until the faces are square and the edges are sharply defined. For the purpose of perfecting these edges the fingers, or small tools of any kind, may be used. Give the children clear ideas of what is to be done, and then allow individual freedom in the doing of it. The children may also "model the cube in concert, while the teacher counts for the taps,—one, two, three, four; one, two, three, four; and so on."

MODELING OBJECTS LIKE A CUBE.

The pupils may now be allowed to model some object like a cube, such as a cubical box, basket, ink bottle, or toy house.



In such an exercise let the pupils first model a cube, and then make such changes in its form as may be necessary. The modeling of such objects may require more than the time of one lesson. If so, the children's work may be preserved from one lesson to another, in good working condition, by wrapping it in wet cloths and placing it in some air-tight vessel, as a tin box, a covered wooden pail, or a covered earthen jar.

HANDLING THE CYLINDER.

In the first handling exercise we directed that the sphere and the cube be taken together for the benefit of contrast and comparison. In handling their intermediate form (the cylinder), the sphere and the cube are supposed to be present.

Require each pupil to clasp the sphere in one hand, then in the other, "and roll it between the palms of the hands and on the desk." Experiment with the cube in the same way. As a third step, clasp the cylinder



alternately in each hand, and treat it in the same manner. Lead the pupils by their own activity to see that "the sphere will roll easily in any direction," and that it will stand; that the cube will stand and slide in any direction, but that it will not roll; that the cylinder which partakes of the nature of both will stand as they both do, and will slide in two opposite directions and roll in two opposite directions.

With little children much care is necessary in the first pronunciation of these words, *sphere*, *cube*, and *cylinder*, in order that they may not say *spear*, *cue*, and *cynlinder*. Show them that in saying the word *cube* the lips must be brought together at the close of the word; but that in pronouncing the word *sphere*, the under teeth must be made to touch the upper lip.

Let the children point out any cylindrical objects that may be in the room; also let them think of and name cylindrical objects that are not in sight.

MODELING THE CYLINDER.

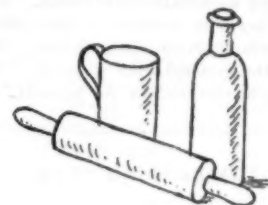
The cylinder being intermediate between the sphere and the cube, may be modeled from either of them.



Let the children first model a sphere quickly, and then roll it on a plane surface, only in opposite directions; and lastly, gently tap it for the ends. It may also "be derived from the cube by gently tapping, or pressing down, four parallel edges, so as to form an octagonal prism, and then rolling it in opposite directions, and striking the ends on a plane surface."

The cylinder requires more care in the modeling than either the sphere or the cube. If the clay is pressed too hard in the middle, or is struck too heavily on the ends, the cylinder will be smaller in the middle than at the ends.

MODELING OBJECTS LIKE A CYLINDER.



Such objects as a mug, a fruit can, a cylindrical bottle, a tin cup, a cylindrical collar or cuff box, a ribbon block, or a rolling-pin, are suitable for this exercise. First, let the pupils model a cylinder of the necessary proportions, and then "make the variations such as are required by the real object, which, if possible, should be before the pupils for comparison."

TO YOUNG HISTORY TEACHERS.

By ANNAH MAY SOULE, Mankato, Minn., State Normal School.

Don't spend money in buying different text-books; have the school do that, that is, do not have all the class buy the same text-book; the greater variety of these in the class the better.

For yourself have, of course, one text-book, as a guide in giving out the lessons; then spend *your* money in buying standard histories. For your first one I would suggest Redpath's History of the United States. This, costing only about \$3.00, is the cheapest of the larger histories, and so I say get this first, and, for your own library, this is the only "popular" history you need. Then, if you can't afford it for yourself persuade the board to buy Lalor's "Cyclopedia of Political Economy," or Johnston's "American Politics." Then, when you can, get Green's "Short History of the English People," to give you an English view of our history.

And by and by I hope you may get McMaster's "History of the People of the United States." Bancroft, of course, you will hope to have sometime, but that is so expensive, and covers so small, a portion of the history of our country that delightful, scholarly, and exact as it is, we must do without it until our library is of considerable size. Pollard's "The Lost Cause," you will enjoy and find your class enjoying very much; it is such an unusual thing to find a book which a "real Southerner" wrote.

But, without anything save a variety of text-books on history, with the help of a "Civil Government" which you may find straying around, you can get on very well if you will work hard enough to enjoy the study yourself.

How can you assign lessons with a number of different text-books in the class? By topics, of course; never give a history lesson by pages. Make out a list of topics for each recitation, taking care to arrange the topics chronologically, or better still, in the order of relation. Have the list written on the board, if you like. I prefer to dictate the topics, as this takes no longer, and the students at the same time learn to write rapidly from dictation, and are thus taught to grasp an idea quickly. Appoint some one to put these topics on the board before class time the next day.

This is the basis for the recitation. Each topic should be taken up from the board without question from the teacher, but after one pupil has told all he knows about a topic, ask if any one else has any more information on that point; and you will often be surprised to see how

many items of interest and value have been gathered, and how much more interested the class is than when all, or almost all, have the same story to tell, as must be the case when all have the same book to study. Of course there will be some who have found little or nothing upon some point, but these will be few, if your topics are judiciously selected.

But now the young teacher says: "If I have but one text-book, and few if any larger histories for reference, how am I to find out much about these topics myself, and suppose the pupils don't get things right, or can't find out about things?" These troubles disappear if you make yourself one of the class, not a teacher, a chief student. Any member of the class will be glad to share his book with you often. Then, if you are on the lookout, you can find magazines, cyclopedias, and newspaper articles, which are just what you want. If there is any doubt about a statement made, ask different members of the class if they know whether it is correct or not. If no one is sure, have the books searched then and there, or if there is not enough time, leave the question to be looked up with the next lesson. A class loses faith in a teacher who assumes to know, but seldom, I think, in one who finds out about things. Whether you know or not the general rule is good, "Never tell a pupil anything he can find out for himself."

THE READING CLASS.

There is a distinction between writing, and penmanship and writing; there is a distinction between recognizing and pronouncing words, and reading. This distinction is not made by the ordinary teacher, however; to get a pupil so he can utter the words of a paragraph one after another, so they can be recognized, is termed reading.

1. The teacher must consider the apparatus of speech. Here is quite a field for study, both as a physiologist, and as an elocutionist. Who knows the shape and offices of the wonderful apparatus by which we speak and sing?

2. The utterance of the elements of speech is a great field before the teacher. Supt. Calkins, in his little book on "Training the Ear and Voice," has shown what may be done in this direction. The work must be done in a careful, scientific, methodical, and progressive manner. There must be daily exercises in pronouncing the speech elements. (The mother begins this when she says "pa," "ma," etc., to the child.)

3. *Tone Training* is another thing to be attended to. This is sometimes termed elocution; it is a training in using tones high and low, loud and soft, orotund and guttural, etc.

4. *Word Grouping* is the effort of the person to use words expressively. Words must not come one after another in a mechanical manner.

THE VOCAL APPARATUS.

This is a wonderful contrivance, and demands careful study. The physiologies will be of great aid in this. The lungs, throat, vocal cords, palate, tongue, teeth, lips, and nose constitute the principal parts. To breathe properly is a great art in singing and reading; few use the lungs sufficiently. But this subject must be left here unfinished for the present.

TRAINING IN THE ELEMENTS.

The teacher should exercise her school daily. For example, take the six sounds of A.

1. Here the pupils sit erect and take in a full breath. Put M before each, and you have *ma, ma, ma, ma, ma, ma*. (The first *a* is as heard in *male*, the second *a* as heard in *mama*, etc.) These must be made smoothly and pleasantly. Have the *m* cut short and not drawled. Practice pupils singly on them. Walk about among them and listen. Practice and practice until there is music to your ears in the exercise; the sound must be full, smooth, and round.

2. N. At another time use N in the same way.

3. L. Then take L. Extend the exercise over E, I, O, U

la, la, etc.

le, le, etc.

li, li, etc.

lo, lo, etc.

lu, lu, etc.

4. R. Use R in the same manner—the plain R. When elocution is taken up, the trilled R may be occasionally used.

5. B. Use B in the same manner.

6. D. Use D in the same way.

7. K. " K " " "

8. G. " G " " "

9. J. " J " " "

10. V. " V " " "

11. Z. " Z " " "

12. W. " W " " "

13. F. " F " " "

14. P. " P " " "

15. T. " T " " "

16. S. " S " " "

Ten minutes *right* practice daily will do a wonderful thing for the pupils' voices. The indistinctness and the roughness will disappear. There will be an appearance of music; there will be the budding of an indescribable *tone* that the human voice has, and nothing else.

This exercise should run through the entire year. When the pupils are coming in and going out; when they are tired and need rest, call out, "Now for vocalizing," and start off with *ma, ma*.

A chart is a help, but it is not indispensable. The other sections will be treated in succeeding numbers.

OBJECTIVE METHOD IN GEOGRAPHY.

The facts proposed to the pupil in the usual text-book amount to many thousands; the learning of them is a serious difficulty, and a period of several years is devoted to the task. To the teacher there is constantly presented the practical question, "How shall I lodge these facts quickly and securely in the memories of my pupils?" Teachers of experience seem to agree that the drawing of maps will greatly aid in the acquisition of geographical facts.

But there is an increasing number of teachers who feel that the study of geography has a scientific basis and who desire to do a better thing than merely accumulate facts in the pupil's memory. To study geography means to them to study the earth, the Heaven-planned home of mankind, fitted up with immeasurable wisdom, securing his happiness and welfare, employing his activities, accomplishing his development.

The facts that are to be learned about the earth concern a grand unity, and have an organic relation. The thoughtful teacher sees that geographical facts are closely connected with geographical forms, and really are an expression of them.

The teacher who looks at geography from a scientific standpoint asks, "How can the subject be presented so that the structure and life of the earth may be impressed upon the pupil's mind?" He feels that this may be accomplished best by engraving the geographical forms (so to speak) upon the memory, and then associating the facts with them. He accustoms the pupil to produce the forms, and to express the facts relating to those forms.

But there is another question asked by all teachers' whether they look at the subject from scientists' or drill-masters' point of view: "By what methods can the pupil be interested in geography?"

It has long been known that the drawing of maps produces a great interest in the study of geography, and it is practiced by many teachers for that purpose alone.

From whatever point of view it is pursued, comparatively little good will result, unless the teacher and pupil pass from the stage of *map-copying* to that of *map-creating*.

To merely copy a map with fidelity is not an operation that possesses much educational merit. To use earth-forms to give expression to earth-knowledge is quite another thing; it is like a piece of fine penmanship compared with the written page that comes from the hand of the thinker.

The writer would urge the use of map-creating and map-building as a far more useful and interesting exercise than map-copying; especially does it arouse the deepest interest.

The reasons why map-drawing, of the kind suggested, arouses so deep an interest, are mainly these:

1. The *eye* of the pupil is addressed.
2. He *does* something; he *makes* the maps.
3. He talks about them in explaining them.
4. He goes from the known to the unknown, beginning with his own state; he widens out on all sides,

employing the concentric method—the method of nature.

5. His acquired knowledge is easily blended with new knowledge by reviews, in which it is possible to infuse an interest.

Practically, the teacher who employs the methods suggested will find (if he does not reach the geographer's position) that he becomes certain as to the lodgment of knowledge. If the pupil can draw a map of Ohio, and locate its rivers and towns, that pupil must *know* Ohio. Even if the teacher has no time to hear the pupil explain all he has drawn, he feels that there is real progress. To those who have several grades and need to economize time in every way, these methods will be found invaluable, for while one class is reading, another can be drawing maps.

THE HISTORY CLASS.

It was observed in the visit to the Washington schools that in many cases the teachers had made large collections of pictures, especially in the case of Russia. The use of pictures to illustrate habits and customs is too apparent to need commendation. But where shall these pictures be obtained?

1. There are several illustrated papers that contain pictures of foreign life, habits, customs, people, and buildings. These may be subscribed for, and then cut up. Or the people in the village may be asked to contribute their copies. Or the friends and relatives of the pupils at a distance may be addressed by letters, in order to get clippings. We think this last plan has never been appreciated.

2. *Keeping these pictures.* There are two plans in use; one to put them in envelopes, the other to paste them in albums. The latter is the most convenient; they can be classified very easily. In one case that has come to our knowledge, the teacher had 1,500 pictures.

3. *Uses of pictures.* These are innumerable; more and more uses come up daily.

THE GELATINE COPYING PROCESS.

THE PAD.

This process consists in transferring to a pad or tablet, composed essentially of a gelatinized solution of glue in glycerine, writings made on paper with a strong solution of one of the aniline dyes—violet or blue being generally preferred—and from this obtaining duplicate copies of the original by simply pressing sheets of paper on the transfer. The *modus operandi* of the copying is given briefly as follows:

Write with a steel pen on ordinary writing paper; allow to dry; press the writing gently upon the tablet; allow it to remain a minute, when the greater part of the ink will have been transferred to the gelatinous surface, and as soon as the paper has been removed the tablet is ready to take impressions from. Place ordinary writing paper upon the charged tablet, smoothing over with the hand, and immediately remove the sheet, which will be found to bear a correct copy or the original writing; repeat with other sheets until the transferred ink becomes exhausted. Immediately after, wash the tablet with water and a sponge, let it dry, and it is ready again for use.

With a tablet and ink prepared according to the following, fifty good copies from one transfer have been obtained, and doubtless with care it would afford twice this number. The proportions for the pad or tablet are: Gelatine, 1 ounce; glycerine, 6½ fluid ounces. Cooper's gelatine and pure concentrated glycerine answer very well. Soak the gelatine over night in cold water, and in the morning pour off the water and add the swelled gelatine to the glycerine heated to about 200° Fah. over a salt-water bath. Continue the heating for several hours to expel as much of the water as possible, then pour the clear solution into a shallow pan or on a piece of cardboard placed on a level table, and having its edge turned up about ¼ inch all around to retain the mixture, and let it remain for six hours or more, protected from dust. Rub over the surface a sponge slightly moistened with water, and let it nearly dry before making the first transfer.

THE INK.

The ink is prepared by dissolving 1 ounce of aniline violet or blue (2 R B or 3 B) in 7 fluid ounces of hot water, and, on cooling, adding 1 ounce of wine spirit with ½ ounce of glycerine, a few drops of ether, and a drop of carbolic acid. Keep the ink in a well stoppered bottle.

EVENTS, JULY 1-5.

July 1—Jean Baptiste de Rochambeau.
 July 2—Thomas Cranmer.
 July 3—Henry Grattan.
 July 4—Nathaniel Hawthorne.
 July 5—David G. Farragut.

The above is designed to be put on the blackboard in time to allow the pupils to look up something about each. This may be a general exercise; or, an individual report.

PEOPLE AND EVENTS IN THE SCHOOL-ROOM.

JEAN BAPTISTE DE ROCHAMBEAU, a French marshal, was born at Vendome, July 1, 1725. In 1780, he was at the head of the expedition of 6,000 French soldiers sent to the assistance of the Americans. This aid accomplished the surrender of the British forces in Yorktown.

He sympathized with the early work of the French revolution. He died in 1807.

THOMAS CRANMER was born July 2, 1489. He was the first Protestant archbishop of Canterbury, England. In 1528, when the sweating sickness prevailed in Cambridge, he went to Waltham Abbey. There he met King Henry VIII. of England, who was then seriously concerned about his divorce from Catherine of Aragon, and under Cranmer's auspices, this divorce was speedily carried through. He became the prime minister of Henry VIII. He was prosecuted for heresy, and burned at the stake in 1556.

HENRY GRATTAN was born July 3, 1746. He brought forward in 1780, and the famous Bill of Rights, asserting the right of Ireland to self-government. The history of his life is in a great measure the history of the Irish constitution, and entirely the history of the parliament of Ireland.

NATHANIEL HAWTHORNE.—In Concord, out of the same window where the clergyman stood watching his parishioners fight British soldiers, and whence Emerson glanced as he wrote "Nature," stood looking one of the greatest and most bashful of men. It was Nathaniel Hawthorne, who wrote so many pleasant works, and among them "Marble Faun," which is a romance of Italy. But as he lived in this old manse, he put pleasant reminiscences in a book, and called it "Mosses from an old Manse." He was born July 4, 1804.

DAVID GLASCOE FARRAGUT.—A great American naval commander. In 1862, he was appointed to the command of a naval expedition, to act against the Confederates in the Gulf of Mexico. In 1864, after a furious engagement between his fleet and the Confederate forts and vessels at Mobile, he succeeded in capturing the forts, which led to the fall of the city. He was born July 5, 1801.

More than a million and a half of dollars has been added to the Johnstown relief fund. The 14th regiment, Pennsylvania militia, has been placed on guard there. The work of clearing away the wreck proceeds rapidly.

A railway has been recently completed to the top of Mount Pilatus in Switzerland.—Mr. Gladstone began a stumping tour with a speech at Southampton.

Trouble has been feared in Behring sea over the sealing question.—A treaty was ratified between Mexico and Japan.—Forty lives were lost by a flood in Centre county, Pa.

Nearly all of the business portion of Seattle, Wash., was destroyed by fire. Some turpentine was ignited in a wooden building and in a short time the flames were spreading among the adjoining structures with alarming rapidity. From the initial point the fire spread north and south a distance of one mile. Every newspaper, hotel, telegraph office, restaurant, grocery, railroad depot, and wharf in the city was totally destroyed. The loss was about \$10,000,000.

A bank has been opened for business at Johnstown, Pa.—The corner stone of a Confederate monument was laid at Petersburg, Va.

A LADY of Middleboro, Mass., will soon have a silk gown that will be the first dress in this country made of silk grown in the United States by one person. It will also be the fifth dress ever made from silk grown in this country. The first gown was presented to Mrs. Garfield during President Garfield's life. The second was sold to Mrs. Gen. Tom Thumb. The third and fourth were for officers of the Women's Silk Culture Society.

NOTES FROM HERE AND THERE.

INTERESTING FOR THE SCHOOL-ROOM.

A STUDENT at the Institute of Technology, Boston, was ill in his room on Tremont street; at least he thought he was in his room, when suddenly awakened by a blow on the head; but on looking about he found that he was in the hallway of a strange house. He heard voices in an adjoining room, and, rapping at the door, was admitted to the room of two fellow students whom he knew well. They hardly knew whether the visitor was their friend, whom they thought was lying ill six houses down the block, or his ghost. He assured them that he was very much alive, but couldn't tell how he came there, and they clothed him and took him to his room, and began an investigation of the mystery. They found a solution. In his sleep he had risen, opened a window, got out on the mansard roof, which was edged by a tin gutter and six stories from the sidewalk, made his way along this perilous path past the dormer windows of five houses, stopped at the sixth, lowered a window, climbed in, and awoke when he struck his head against a door in the hall.

THE eightieth birthday of Aunt Emily Ward, perhaps the most remarkable woman in Michigan, was celebrated March 23. She was a sister of the late Capt. E. B. Ward. She never married, yet she has reared, educated, and started out in life twenty-nine men and women. Six of these men are now worth \$10,000,000. The list includes a prominent Western railway manager, two manufacturers, two professional men, and a merchant. Nearly 600 people attended her reception. Among scores of letters and telegrams of congratulation was one from Hon. Don M. Dickinson, who asked to be counted as one of "Aunt Emily's boys."

It is reported that Indian slavery has replaced negro slavery in Brazil. Mr. Wells, a great Brazilian traveler, says that "in the wildest regions of the tributaries of the Amazon, bands of India-rubber gatherers carry on an iniquitous traffic with many Indian tribes, from whom they acquire captives from other tribes. The lawlessness of their proceedings is fully admitted by the Brazilian government, but over the vast areas in the distant regions through which they roam it is absolutely impossible to maintain any check over them. This may be for a time, but the fact in the end will be that the Indian can never be enslaved."

THERE is a great deal in the life of M. Chevreul, the distinguished French chemist, who has recently died, at the age of nearly one hundred and three years, to instruct young men. He was a most abstemious man. In the morning he ate two eggs and a slice of patty, with some milk and coffee; in the evening a full plate of soup, a cutlet, some fruit and cheese, with only water or beer. He drank no wine or distilled liquors, and eschewed tobacco. It is no doubt a fact that we shorten our lives by over-eating, want of exercise, and stimulating. Long life is, to a great degree, a result of personal attention.

A BOY fourteen years old is confined in the Moyamensing prison, upon a judgment of \$500 in a civil suit. If Pennsylvania desires to continue the old custom of imprisoning men for debt, it is time she should let the boys go free. We are glad to learn that a petition is in circulation for the abolition of imprisonment of any one for debt, under twenty-one. It would be well to sweep away the whole thing from the statute books.

MANY large gifts to the cause of educational advancement have recently come from Philadelphia, the most recent of which is from Mr. Henry C. Lea, who has offered the trustees of the University of Pennsylvania the sum of \$25,000, on condition that a like amount be subscribed by others, for the purpose of endowing a chair for the advancement of original research, and teaching in that institution's department of hygiene.

THE discovery of a new lake, about one hundred and eighty miles long, by Count Teleki, bids fair to be the chief geographical event of the year in Africa. This lake, which he calls Bassanarok, and which equals Lake Ontario in length, if not in breadth, illustrates the possibilities of discovery that still exist in the great Somali and Galla country. We long ago heard rumors of this lake from native sources, and it was supposed to be identical with Lake Baringo, directly south of it, until Thomson discovered that that lake was quite small. It is located directly south of the mouth of the Nile, and east of the mouth of the Niger.

THE TIMES.

Here will be found notes of current events, the doings of notable men and women, which will be useful as topics for discussion and for reproduction exercises.

THE WORK OF TRAIN WRECKERS.—The west-bound express train on the St. Louis and San Francisco road was wrecked near Sullivan, Mo., and more than forty persons were injured, some of them mortally. The disaster was caused by train-wreckers. What do you think of the wilful wrecking of an express train? Mention some recent railroad accidents.

AN EXHIBITION OF ALPHABETS.—An exhibition, which will be opened in the British Museum, will deal with the alphabets, past and present, of the world. It will commence with the earliest writings in existence and will come down to our own A B C. Professor Max Muller said recently that all existing alphabets could be traced from the Egyptian hieroglyphics. What are the different kinds of writing called? Who introduced letters into Greece? Who is Max Muller?

MRS. STOWE'S HEALTH IMPROVED.—Harriet Beecher Stowe is in much better health than she was a year ago. She has been strong enough to read "Robert Elsmere" clear through. What is her most famous work? When was slavery abolished?

A PRE-HISTORIC RELIC.—While cutting for the Manchester ship canal, a pre-historic canoe has been discovered embedded in the sand. It was carved out of an oak tree, and notwithstanding the lapse of centuries the marks of the axe or flint instrument are distinctly visible in the interior of the canoe. What is the meaning of pre-historic? Why was the canoe found so far below the surface?

TERRIBLE RAILROAD ACCIDENT IN IRELAND.—Nearly one hundred people were killed, and many injured, by the wrecking of an excursion train near Armagh. About 1,300 Methodist Sunday-school children, with their teachers and friends, were being conveyed in two trains to Warren Point, a watering place, at the mouth of the Newry river. While going up a steep grade the coupling broke and several cars of the rear train were released. They ran down the incline at a fearful speed and dashed into a freight train. They were completely wrecked. Give the causes of some of the more recent railroad accidents. What have you to say of the responsibility of railroad companies? Why should not stoves be used in railroad cars?

STANLEY HEARD FROM.—It has just been reported that Stanley arrived on the shores of Lake Victoria Nyanza in December. The members of the expedition suffered terribly from sickness. For a time they had no food, and the pangs of starvation were added to their other miseries. Stanley has rejoined Emin Pasha. Where is Emin Pasha's province? What portion of Africa has not been thoroughly explored? What other African explorer can you mention? Tell what you know of the slave trade.

WORLD'S CONVENTION OF SUNDAY-SCHOOL WORKERS.—About 300 American clergymen and laymen are on their way across the Atlantic to attend the first world's convention of Sunday-school workers to open at Gloucester, England, July 2. The proceedings will consist of reports, and discussions of the best means of improving the Sunday-school work. Who established the first Sunday-school? Where and when was it held? How was this first school conducted?

END OF THE CIVIL WAR IN HAITI.—The civil war in Hayti ended by the defeat of Legitime by Hyppolite. The battle was followed by the abdication of Legitime and the appointment of his rival as temporary president of the republic. It is yet to be seen whether Hyppolite will prove himself a patriot or an oppressor. A constitutional election of a president is what the people want. Why did President Saloman retire from office? What has been the condition of the republic since?

FORTY-TWO STARS.—After July 4 four stars will be added to the blue field of the flags used in the United States navy, to correspond with the number of states in the Union. There will be six rows of stars, seven stars in each row. Who designed the American flag? How many stripes and stars did it have originally, and why? What sort of a flag was used during the Revolution previous to the adoption of the Stars and Stripes?

SITTING BULL DYING.—It was reported from the Standing Rock agency that Sitting Bull, the famous Sioux chief, was dying. He has been sick with pneumonia for several weeks. What do you know of his history? What is an "agency"? Where are some of the Indian reservations?

EDUCATIONAL NOTES.

SUMMER SCHOOLS.

ARCHBOLD SUMMER SCHOOL, Archbold, Pa., July 8-29. R. N. Davis, principal.

CHAUTAUQUA LITERARY AND SCIENTIFIC SUMMER SCHOOL, Chautauqua, N. Y. John H. Vincent, chancellor; Lewis Miller, president; W. A. Duncan, secretary Syracuse, N. Y.

CHRISTY SCHOOL OF METHODS, Jefferson, Ohio, July 9. Six weeks. E. J. Graves, Hartsgrove, Ohio, secretary.

DARKE COUNTY NORMAL SCHOOL, Greenville, Ohio, June 3-July 15. F. Gillum Cromer, manager.

GLENS FALLS SUMMER SCHOOL, Glens Falls, N. Y., July 30-Aug. 10. Sherman Williams, Glens Falls, N. Y., secretary.

IUKA NORMAL INSTITUTE, Iuka, Miss., June 17-July 26. H. A. Dean, Iuka, Miss.

LAKE MINNETONKA SUMMER SCHOOL, Excelsior, Minn., July 9-Aug. 2. H. B. McConnell, Minneapolis, director.

MARTHA'S VINEYARD SUMMER INSTITUTE, William A. Mowry, 66 Bromfield St., Boston, president, July 15, three weeks. A. W. Edson, manager, School of Methods, Worcester, Mass.

NATIONAL SUMMER SCHOOL, Round Lake, N. Y., July 9-30. Chas. F. King, Boston Highlands, Mass., director.

NATIONAL SCHOOL OF ELOCUTION AND ORATORY, Philadelphia, Pa., July 1-Aug. 10. Cecil Harper, 1124 Arch street, Philadelphia, Pa., secretary.

NATIONAL SUMMER MUSIC SCHOOL FOR TEACHERS, first session, Chicago, Ill., July 9-19; second session, Boston, Mass., July 22-Aug. 17. W. E. Pulsifer, 7 Tremont Place, Boston, Mass., manager.

NORMAL INSTITUTE, Rye Cove, Va., July 2-16. W. D. Smith, Estillville, Va., manager.

OHIO ALLEY SUMMER SCHOOL OF METHODS, Steubenville, O., July 9-27. H. A. Mertz, Steubenville, O., secretary.

PENNSYLVANIA SUMMER SCHOOL OF METHODS, first session, Altoona, July 15-Aug. 3; second session, Norristown, Aug. 5-23. Lella E. Patridge, Reading, Pa., president; Will S. Monroe, Eureka, Nevada, secretary.

SEASIDE SUMMER SCHOOL OF PEDAGOGY, Asbury Park, N. J., July 15-31. Edwin Shepard, 77 Court street, Newark, N. J., president; A. B. Guilford, 297 Webster Ave., Jersey City, N. J., secretary.

SUMMER NORMAL INSTITUTE OF THE CENTRAL TEXAS TEACHERS' ASSOCIATION, Marlin, Texas, July 1-26. T. J. Paine, Hempstead, Texas.

SUMMER NORMAL AND INSTITUTE, Decatur, Ill., July 15-Aug. 12. J. H. Conrad, Argenta, Ill., manager.

SUMMER SCHOOL OF LANGUAGES, Amherst, Mass., July 8, five weeks. Prof. William L. Montague, Amherst, Mass., director.

SUMMER NORMAL AND COMMERCIAL SCHOOL, Owensboro, Ky., June 17. Six weeks. W. A. Hester, Owensboro, Ky., manager.

SUMMER SCHOOL FOR TEACHERS, Niantic, Conn., July 2-16. Charles D. Hine, Hartford, Conn., secretary.

SUMMER SCHOOL FOR TEACHERS, Salamanca, N. Y., July 23-Aug. 16. J. J. Crandall, Salamanca, N. Y., secretary.

SUMMER SCHOOL OF METHODS, New Orleans, La. Dr. B. G. Cole, Donaldsonville, La., president.

SAVIER SUMMER SCHOOL OF LANGUAGES at the University of Vermont, Burlington, Vt., July 8-Aug. 19. Helen L. Burritt, Burlington, Vt., manager.

SUMMER MANUAL TRAINING SCHOOL, Toledo, Ohio, July 8, six weeks. Prof. C. M. Woodward, St. Louis, Mo., conductor.

TEACHERS' ASSEMBLY, Morehead City, N. C., June 18-July 2. Geo. F. Winston, Chapel Hill, N. C., president; Eugene G. Harrell, Raleigh, N. C., secretary.

TEXAS SUMMER NORMAL SCHOOL, July 1-Aug. 1, Galveston, Texas. Hugh R. Conyngham, Galveston, Texas, secretary.

THE SEASIDE ASSEMBLY, Key West Beach, N. J., July 7-Aug. 18. Rev. Geo. C. Maddock, Asbury, N. J., secretary.

WEST VIRGINIA UNIVERSITY, STATE NORMAL INSTITUTE, Morgantown, W. Va., June 18-July 26. Edward S. Elliott, Morgantown, W. Va., secretary.

WHITE MOUNTAIN SUMMER SCHOOL, Bethlehem, N. H., July 12-31. Prof. A. H. Campbell, Johnson, Vt., manager.

WISCONSIN SUMMER SCHOOL FOR TEACHERS, Madison, July 9. T. C. Chamberlain, Madison, Wis., president.

NATIONAL EDUCATIONAL ASSOCIATION.

NASHVILLE, TENN., July 16-19. A. P. Marble, Worcester, Mass., president; James A. Canfield, Lawrence, Kansas, secretary.

AMERICAN INSTITUTE OF INSTRUCTION.

Bethlehem, N. H., July 8. Geo. Littlefield, Newport, R. I., president.

CONVOCATION OF THE UNIVERSITY OF NEW YORK.

Albany, July 9-12. Melville Dewey, Albany, N. Y., secretary.

STATE ASSOCIATIONS.

ALABAMA, June 25-27, East Lake, near Birmingham. Solomon Palmer, Montgomery, president; J. A. B. Lovett, Huntsville, secretary.

CANADA PROVINCIAL TEACHERS' ASSOCIATION, July 5 and 6, Victoria. S. D. Pope, president.

COLORADO TEACHERS' ASSOCIATION, July 2-4, Lexington, Kentucky.

DELAWARE, July 8-10, Blue Mt. House, near Pen Mur.

KENTUCKY, June 26-28, Winchester. J. J. Glenn, president; Prof. R. H. Caruthers, 764 W. Main St., Louisville, Ky., secretary.

LOUISIANA, Aug. 9-11, Ruston, Lincoln Parish. Hon. A. A. Gunby, Monroe, La., manager.

MARYLAND, July 8-10, Blue Mt. House, near Pen Mur. A. G. Welmer, Cumberland, president; Albert F. Wilkerson, 1712 Lombard street, Baltimore, secretary.

NEW YORK, July 2-4, Brooklyn. E. H. Cook, Potsdam, president; A. W. Morehouse, Port Byron, secretary.

OHIO, July 2-4, Toledo. Prof. C. W. Bennett, Piqua, president; S. T. Logan, Westwood, secretary.

OREGON, July 2-4, Salem.

PENNSYLVANIA, July 9-11, Altoona. E. E. Higbee, Harrisburg, president; J. P. McCoskey, Lancaster, secretary.

S. E. KANSAS, July 2-3, Iola.

SOUTH CAROLINA, July 16-18, Columbia. Prof. H. P. Archer, president; Edward E. Britton, Brunswick, S. C., secretary.

TEXAS, June 25-27, Galveston. J. T. Hand, Dallas, president; Chas. T. Alexander, McKinney, secretary.

TENNESSEE, July 10-12, Nashville. Dr. Chas. W. Dabney, Knoxville, president; Prof. Frank Goodman, Nashville, secretary.

WEST VIRGINIA, July 9-12, Morgantown. B. S. Morgan, Charleston, president; Mary A. Jones, Charleston, secretary.

WISCONSIN, July 1-3, Waukesha. Albert Hardy, LaCrosse, president; O. E. Wells, Appleton, secretary.

COMMENCEMENTS.

State Normal and Training School, Potsdam, N. Y., June 17-26. E. H. Cook, principal.

Fulton Academy, Fulton, N. Y., June 21. Herbert W. Flaxington, president.

The Virginia Military Institute, at Lexington, will celebrate the fiftieth anniversary July 3 and 4.

ITEMS.

The South Central Teachers' Association was held at Crystal Springs, Miss., May 23-25. H. J. Fry, president.

The Northwestern Teachers' Association will be held at Water Valley, Miss., July 3-5. J. W. Johnson, Oxford, Miss., president.

The Merrick Co. Teachers' Institute, Neb., will be held in Nebraska Central College, Central City, during the two weeks beginning Monday, July 1, 1889.

Teachers' Association of the 2nd assembly district of Otsego Co., N. Y., was held at Garrattsville, May 24 and 25.

We are in receipt of a certificate of membership from the North Carolina Teachers' Assembly, which we acknowledge with thanks.

A school exhibit in wood work, drawing, sewing, etc., was given at the Union Armory and Manual Training School at Springfield, Mass., June 20-22.

The fifth commencement of the State Normal and Training School at New Paltz, N. Y., will be held on June 25. Hon. Albert K. Smiley, president; Frank S. Caper, principal.

The commencement exercises recently held at Hampton College, Va., were full of interest. Guests were invited to visit the shops and various industries, where from the immense sawmill which converts the huge Southern pine logs into fine cabinet work, to the technical shop where girls and boys were taking their first lessons in the use of tools, everywhere were found busy Indians and colored boys hard at work learning how to help themselves in the future. In the industrial building were exhibited products of labor from shop and farm, and cooking classes, and from sewing, knitting, tailoring, and fancy work departments.

In the academic, Indian, colored, and mixed classes were going on, and was given an opportunity of seeing, not an exhibition of what the pupils had learned, but how they were learning it. In the Indian school were classes where the latest comers were taking their first lessons in the English language.

The Normal School of DePauw University, Greencastle, Ind., has been in existence four years. The enrollment for the first year was 87, and it is now 117. The original plan of the school contemplated five lines of expert professional work—didactics, method of English, history, geography, and mathematics, and it has been as closely adhered to as possible. One training school is now in successful operation, and as soon as possible steps will be taken to organize another.

A few weeks ago we noticed the life work and death of Miss M. L. WHATELY in Cairo, Egypt. It is with great pleasure that we learn that her schools and mission will be carried on by her sister Miss E. Jane Whately, who is well known as the biographer of her father, the late Archbishop Whately, and as a frequent contributor to various periodicals.

MISS PHEBE C. BRADFORD is recognized as the founder of the Boston Teachers' Mutual Benefit Association. For three years she struggled in vain to launch the idea and at last succeeded. At the meeting for organization, a standing vote of thanks was offered to her by the 400 teachers present, in spite of the fact that many of the masters were unwilling to admit that the female teachers had done anything before the two committees began to work as one body. These men were vigorous opponents of the plan from the beginning, though now they favor it. Others, however, are perfectly frank in giving the credit for this movement to the female teachers, to whom it rightly belongs, and the honor of starting it to Miss Bradford.

THE ROANOKE NORMAL COLLEGE, at Roanoke, Ala., admits both young men and women, and has commercial and classical courses. Tuition is free. The fall session begins the first Monday in September. Leonidas Jones, president.

MAGNOLIA COLLEGE, at Magnolia, Ky., aims to meet the wants of all grades of students. Special attention is given to those who are not prepared to enter the regular classes. The fall term begins September 2. Walter Hurst, president.

A normal institute will be held at Rye Cove, Va., July 2, and will continue two weeks. It will be under the supervision of the county superintendent, W. D. Smith, and conducted by Prof. W. F. Ramey, and the assistants are teachers of experience.

NEW YORK STATE TEACHERS' ASSOCIATION.

On presentation of a certificate which will be issued, fully filled in at the meeting within three days after the meeting held at Brooklyn, July 2 and 3, the ticket agent at the place of meeting will return the person to his starting point at one cent per mile, on the following railroads: Buffalo, Rochester & Pittsburg; Delaware & Hudson Canal Co.; Delaware, Lackawanna & Western; Elmira, Cortland & Northern; Lehigh Valley; New York Central & Hudson River; New York, Lake Erie & Western;

New York, Ontario & Western; Northern Central; Rome, Watertown & Ogdensburg (except on Phoenix Line—stations between Syracuse and Oswego); Western New York & Pennsylvania; West Shore.

People's Line Steamboats, Albany, N. Y., \$1.50. Return fare, \$5.00. The return ticket will be issued over the route used in going to the meeting, and will be available for continuous passage only. No refund of fare will be made on account of failure of any person to obtain a certificate. Return railroad tickets must be purchased on or before Monday, July 8; steamboat tickets on or before Saturday, July 6.

OHIO TEACHERS' ASSOCIATION.

JULY 2-4.

The following are some of the prominent features of the program: "Legislation for Country Schools," Supt. H. M. Parker, Elyria; "What Shall the Public Schools Teach?" Supt. H. W. Compton, Toledo; "Promotions without Stated Examinations," Prin. G. A. Carnahan, Cincinnati; "A Man with two Brains," Prof. E. T. Nelson, Delaware; "Industrial Education," Prof. E. R. Booth, Cincinnati; "Modern Methods in the Study of Geography," Miss Ellen G. Reveley, Cleveland; "Special Methods in Civics," Supt. J. A. Shawan, Mt. Vernon.

ALABAMA EDUCATIONAL ASSOCIATION.

JUNE 25-27.

"Examinations," Prof. G. W. Macon, Howard College; Dr. W. S. Wyman, Prof. C. A. Grote, of the Southern University. "Industrial Education," Pres. W. L. Brown, A. & M. College. "Thought and its Expression," Prof. C. B. Van Wle, Florence; Pres. John Massey, Tuskegee; "The Mind and its Development," Dr. P. Brice, Insane Hospital; "Scientific Temperance in Public Schools," Mrs. Ellen C. Brice, of the W. C. T. U., Supt. W. Y. Titcomb, Anniston; "The Democratic Problem of Education," Supt. F. W. Parsons, Tusculuma, Prof. A. G. Bowen, Ozark; "Every-Day Work in the Lowest Primary," Miss Julia L. Dickson, Birmingham, Prof. A. H. Horn, Piedmont.

PENNSYLVANIA TEACHERS' ASSOCIATION.

ALTOONA, JULY 9-11.

"The Training Teacher," Miss Sarah M. Row, principal training school, Reading; Mrs. T. B. Noss, principal model school, California; "District Supervision," Superintendent G. W. Weiss, Schuylkill county; Superintendent H. C. Brennenman, York county; "Industrial Education," Dr. N. C. Schaeffer, principal state normal school, Kutztown; "The School Principal," Prof. D. M. Eckels, Shippensburg; Superintendent J. A. Myers, Millfin Co.; "The Present Condition of the Common School Teacher's Vocation, and how to improve it," Prof. D. M. Sensenig, state normal school, West Chester; Miss Emma Davis, Greensburg, Pa.

MANUAL TRAINING IN WEST HOBOKEN.

In the West Hoboken, New Jersey, public school, of which Mr. Robert Waters is principal, sewing and mechanical drawing have been introduced, the boys being instructed in the latter, while the girls are receiving lessons in the former. Mr. Waters reports that both work admirably, the boys as well as the girls being delighted with the "new departure." Every boy has his own board and drawing materials, in which he takes a special pride, and is much pleased at learning to draw common objects, houses, rooms, doors, furniture, etc., in a scientific manner. The girls are equally pleased at learning how to sew properly, and the attendance is greater than usual on sewing days. The town has received the extra appropriation from the state, and an extension of the system is contemplated. Mr. Waters thinks that the occupation of the hands and eyes of the scholars in useful labor, is a relief from the strain of mental work, and tends to a harmonious development of the faculties of the children. The instruction in sewing is given by the class teachers, who are quite pleased with the new work. Mr. Scheck, the teacher of German, instructs the boys in drawing.

NOTES.

ILLINOIS.

Supt. Will S. Monroe is to be the principal lecturer at the Tazewell county institute, to be held at Pekin, Illinois, July 1 to 12. The other lecturers and instructors are Editor Brown, of the Illinois School Journal, Supt. Gastman, of Decatur, and professors Franklin, Allensworth, McIntyre, Alexander, and Miss Newman, all of Illinois.

IOWA.

The annual commencement exercises of the State Normal School at Cedar Falls closed last Wednesday. There were fifty-three graduates in the different courses, an increase of twenty-one over last year. The degree of bachelor of didactics was conferred upon forty-eight graduates, and the degree of bachelor of sciences upon eight.

ONTARIO.

In the province of Ontario, the problem of university federation has entered an exciting stage on its way towards solution. Dr. Potts, secretary of the fund, succeeded in raising the required \$100,000 in cash, with a surplus of \$5,000 before the first of May, as required by previous agreement. The plans for the new buildings in Toronto had been prepared, and the board was on the point of asking for tenders, when two members of the senate of Victoria University took out an injunction from the courts to restrain further action. This unexpected development will probably throw back the federation scheme for a year, and waste a considerable sum on law costs; but it can have no effect on the final settlement of the question, as the Methodist Conference will

undoubtedly insist on locating the Methodist university, where it pleases, notwithstanding the opposition of the town of Cobourg, and the Alumni Association. The case will probably come before the court this month.

Another lively question at present under discussion is the status of the English language in the French schools in the eastern part of the province. It is contended by many that these schools are receiving government grants while they employ teachers who are incompetent to teach English. It seems that most of the school books used are in the French language, and that the pupils learn very little English. The minister of education has taken notice of these complaints by issuing a commission to three gentlemen and sending them to investigate and report. The agitation of the now celebrated Jesuit Bill, recently passed in Quebec, has naturally drawn some attention to the Roman Catholic separate schools in Ontario. There are 229 of these schools with 30,000 pupils. Two inspectors are employed and paid by the province, whereas the city and county inspectors receive one-half of their salaries from local sources.

The public schools are yearly becoming more and more efficient. The Toronto board, for example, is spending \$50,000 this summer for additional schools, and its school population is now over 21,000.

TENNESSEE.

Most of our schools have closed, and there prevails a spirit of hopefulness and encouragement, both on the part of teachers and pupils, that speaks well for the year's work.

The various private and public schools of Memphis, in their closing exercises, gave evidence to the friends of education of solid advancement. The Jackson schools all report not only the most peaceful, but the most satisfactory year's work, they have had for many years. The city school at Jackson will have to enlarge its buildings to accommodate its students. There will probably be 1,000 in school at the opening of next session.

Stanton Depot.

W. D. POWELL.

VERMONT.

At a recent educational meeting, held at Essex Junction, the principal topic of discussion was the duties of the supervisors soon to be chosen. It has been proposed that institutes be held in each county, to enable the teachers to discuss the supervisor question.

The Burr seminary at Manchester, founded by a brother of the late Sarah Burr, of New York, has recently proved its legal right to a legacy from that woman amounting to \$20,000. The validity of the bequest was established by the testimony of Rev. Dr. Joseph D. Wickford, aged ninety-two years.

A new method of government has found favor in the St. Albans high school. A congress, consisting of delegates from each class, and the teachers, hears and judges upon all cases of order, discipline, and general welfare. Its success will be an inspiration to all the schools in the state.

Bradford's union school arrangement is all broken up under the new law, which makes special provision against union schools. This is to be regretted, for in this case it was giving good satisfaction.

May 7 was a great day for Vermont educational interests. On that day the county boards met for the election of supervisors. The law at present is an untried system of rules and regulations. On the supervisors will depend the success or non-success of the measure.

At the close of the last term at Burr and Burton seminary, in Manchester, a prize speaking contest was held, and many prizes were awarded. The American flag is becoming a common article in our school-rooms. Let the good work go on. Cover the bare walls with flags, and let the lessons of patriotism to be derived from them sink deep into the hearts of both teachers and pupils.

The Burlington schools show an increase of attendance over that of last year of about 150. The total is 1,374, and an average of 1,227.

The students of Green Mountain seminary, at Waterbury Center, celebrated Washington's inauguration in a fitting manner; planting trees, devotional exercises, addresses by leading citizens, etc. Elaborate arrangements have been perfected for commencement in June. The study of psychology has been taken at the weekly teachers' meetings in Winooski this term. The Burlington high school gave a centennial sociable, at which the participants were attired in centennial costumes of one hundred years ago, some of the young ladies wearing dresses actually as old as that. About one hundred scholars were in attendance.

Perkinsville.

B. H. ALLDER.

AT HOME.

NEW YORK CITY.

THE COLLEGE FOR THE TRAINING OF TEACHERS.

at No. 9 University place, held its first commencement since its incorporation last week Thursday. Eight young women were graduated and certificates of capacity to teach special branches were given to forty-seven others. The college also has a kindergarten school with sixty-four pupils, in which the application of the theories of kindergarten teaching is taught to the students of the college. The smallest of these children took part in the commencement exercises.

An exhibition of the varied forms of work done in the college shows interesting results from the manual training courses. The specimens in clay-modelling, weaving, geometrical work on paper, and a variety of needlework were of admirable quality. The selection of form study and drawing, represents the studies of the junior and senior years, with a large amount of good work. This includes for the first year the specimens classified as construction, representation, and decoration, in addition the primary study of geometric models and type forms. The work of the senior year, of a character selected for its adaptation to high school grades, includes original designs as well as historic ornament in water color and modeling in clay. Another room on the same floor contains the exhibition of mechanical drawing, the constructive drawing being in the line of training for building construction.

The department of natural science presents a novel exhibition of apparatus, constructed with most simple means. The student is prepared by such work to give experimental lessons in elementary science with quite inexpensive illustrative mechanism. Much ingenuity in developing means of illustration in history appears in the section devoted to that study, and in which are included maps in relief forms, and others variously painted on woven fabric. The department of music represents the Tonic Sol-fa system, in which Mr. T. F. Seward is the instructor.

THE HEBREW TECHNICAL INSTITUTE.

Nos. 34 and 36 Stuyvesant street, gave its fifth exhibition to its friends last Thursday. Dr. H. M. Leipziger and his staff of teachers were busy in the general departments where the boys were engaged in wood and iron work, with the dynamo, in drawing, and in the laboratory. The special feature was the work of the pupils in the shops. There are nearly a hundred pupils between thirteen and fifteen years old. Their education is not confined to manual work, but they receive a practical training in English and mathematical branches. Diplomas were awarded to the graduating class which numbered eighteen.

To the Editors of THE SCHOOL JOURNAL:

It was very gratifying last week to see so large a number of patrons and friends of the institute visiting the shops of this school while the boys were engaged in their work, encouraging them by their presence. The assembly room was crowded and many visitors stood in the hallway, while the boys were delivering their recitations, and the officers addressed the audience. The manual training work is much more thorough than in the public schools. A lathe, made by the boys, was on exhibition, and excited astonishment; the visitors hardly expected to see such a fine specimen of mechanical skill as the result of their handiwork. The number of pupils in attendance is mostly of the grammar grade. Addresses were made by Pres. Hoffman, Dr. Leipziger, the director of the institute, and others. The object of the institute is to educate through the creation of a taste for mechanical pursuits. It is gratifying to see so many of the wealthy Hebrews giving their money in aiding the accomplishment of this desirable object. Dr. Leipziger and the teachers are deserving of much praise for the successful results of their labors.

W. J.

The trustees of Columbia College, and the president, have granted Dr. Butler's request that pedagogy be treated as a portion of the department of philosophy, and that it be given as a graduate study and senior elective, and to be given the weight which attaches to any course in considering the requirements for a degree. The course that Dr. Butler will give next year, will be a lecture course one hour a week, and will be held on Fridays at 1:30. It will be open to members of the senior class in the college, to members of the graduate department, and to teachers and other students who choose to attend it. The fee will be \$25.00 for the year, and the subject will count as one of the necessary subjects to be completed by candidates for the degree of Master of Arts, or Doctor of Philosophy. The course to be given will embrace a discussion of the science of education as based upon psychology. The following topics will be successively discussed: development in childhood, its laws and conditions; aims of education; the psychology of childhood; sense training; the education of the attention, memory, judgment, and reasoning powers; the cultivation of the feelings and the will; physical education and the formation of habits; the function of play; the educational value of various studies, i. e., arithmetic, geography, history, language, foreign languages, and natural science. The establishment of this course will be a matter of interest to teachers and others, not only to New York City and vicinity, but throughout the country, as Columbia's example will doubtless be widely followed.

The schools of this city will, we predict, take the highest rank in a short time. They have always stood on solid ground; now with the introduction of manual training they will be brought into close contact with the living, breathing, moving world. Grammar School 77 leads off with an exhibit.

Thursday last was a very busy day for the female department of that school. The practical results of several months' manual training were exhibited. The regular class work in manual training was open for inspection. There was the beating of eggs and mixing of dough in the basement, and mechanical drawing and decorative designing on the top floor.

The results of manual training in this school 77 have surprised the most enthusiastic advocate of the system. Beginning with the most primary kind of drawing and decorating, the girls have attained a skill in off-hand drawing, and designing that would be a credit to many art schools. The clay work and mechanical drawing, and the carpenter work by the boys, received deserved praise. Miss Julia Richman, the principal, says the results of manual training have far surpassed her expectation.

The first class exhibited a number of original designs for ceilings and church windows. The exhibition took the place of the regular graduation exercises.

The 4,000 school boys who won the first prize for the best marching have received their medal. We observe that an objection has been set up in certain quarters against any more marching of this kind, purely on the ground that it causes heart-burnings and jealousies among the boys who are not chosen to share in the display. To this it may be replied that such feelings occur at every age in both sexes in all departments of exertion. They are an inevitable part of human nature—as inevitable a part as is the capacity to overcome and outroot them. Boys who cannot physically excel may mentally excel, and the sooner children are taught to bear with grace the superiority of their comrades, and to find satisfaction in doing their part, the sooner will they have learned one of the most useful lessons of life.

This city has been making physicians, lawyers, ministers, doctors of philosophy, and ordinary college graduates at a rapid rate during the past two weeks. One hundred and sixty-six M.D.'s were sent out from the College of Physicians and Surgeons, and ten Ph.D.'s by the University of the City of New York.

CORRESPONDENCE.

How can I get fresh air into a room without exposing my pupils to draughts?
ANXIOUS.

The following cheap and simple method has been found very satisfactory in solving the troublesome problem—how to secure fresh air in a room without exposing the inmates to draughts. Nail or screw a neat strip of wood—from one to two inches wide—upon the window-sill just inside the sash and extending across the window. Upon the top of the strip fasten a piece of "weather-strip," so that there will be formed an air-tight joint between the weather-strip and the lower sash of the window, whether the latter is closed or raised an inch or two, the lower cross-piece of the sash sliding on the rubber of the weather-strip as the sash rises. With this fixture the lower sash may be raised enough to admit air between the lower and upper sashes without admitting the least air at the bottom of the window. The air thus entering is thrown upward and has its "chill taken off" before descending upon the heads of the occupants of the room.

Please give me a simple remedy for burns. Last winter one of my pupils burnt her hand severely on the hot school-room stove and I didn't know what to do. I want to be prepared next time.
T. M. B.

Remedies for burns are many, and it is well that this is so, for if one is not at hand another may be. Vaseline, linseed or sweet oil, or warm mutton tallow are applied to the burn, or powdered corn starch or wheat flour dusted over, and soft linen or cotton cloth wrapped around. Air must be kept from a burn, and the oil and the flour do this as well as form a healing salve. One part carbolic acid to eight parts olive oil is said to be one of the best of remedies for burns and scalds. Linen rags are saturated with the lotion; they are then spread smoothly over the burned part and covered with oil silk or gutta-percha tissue to exclude the air.

1. In the caption of a letter, A claims that the words "My dear Sir" should all begin with capitals and cites Washington, Franklin, and Webster for precedents. B claims that the ordinary rules of punctuation should prevail, the first word beginning with a capital, and the rest with small letters. C claims that both methods are correct. 2. In the subscription of a letter, e. g., "Yours very truly," D claims that these words should begin with capitals, E that "Yours" should so begin, and that the other two should begin with small letters; F that all three should begin with small letters, and G that all three methods are correct. What is the opinion of the JOURNAL?
AGNES.

We agree with C. and G. There do not seem to be any established rules on the point.

In conversation, a friend used the expression "English as she is written;" it was contended that the expression was absolutely incorrect, and that it was slang. Is the word "she" admissible in this phrase?
MURRAY HILL.

The expression as given is twice wrong; first, in that it is not quoted correctly; second, in that the word "she" is wrongly used. The proper quotation is "English as she is wrote;" this sentence occurs in the "New Guide of the Conversations, English and Portuguese," published some forty years ago by two Portuguese who knew not a word of English. It is wrong, even when correctly quoted, because in English we do not apply pronouns indicative of gender to neuter nouns.

What is a good book with which to begin the study of Shakespeare?
JAMES.

Get Rolfe's edition of Shakespeare, with the notes, and study it. The late James T. Fields quotes a friend as saying; that "reading Shakespeare through the annotators is like playing a piano with mittens on." Besides Rolfe's notes, Dowden's "Shakespeare: His Mind and Art," and Gervinus' "Shakespeare Commentaries" are excellent books.

What is the oldest city in the United States?
F. W.

St. Augustine, Florida, is the oldest, civilized city in the United States, having been founded by the Spaniards in 1565. Santa Fe, New Mexico, when first visited by the Spaniards in 1540, was a large Indian pueblo; it is not certainly known when the whites settled there.

How can I prepare myself to be a teacher? I am a colored girl.
H. H. O.

You can enter any one of the state normal schools, where you will be instructed in what is supposed to be necessary for a teacher to know. Your color will make no difference. You must pass a "fair examination" in reading, spelling, geography, arithmetic as far as the roots, and in analyzing and parsing sentences. Write to the superintendent of public instruction, Albany, for a normal school circular, and other information.

The following letter from DR. W. H. PAYNE, chancellor of the University of Nashville, and president of the Peabody Normal College, concerning Dr. Calkins' new book, is very decided:—"In your 'Ear and Voice Training' you have made a real and valuable contribution to our better educational literature. The subject which you treat is a very important one, and your mode of treatment is very happy."

A clear complexion, free from pimples, may be had by taking Hood's Sarsaparilla.

BOOK DEPARTMENT.

NEW BOOKS.

ELEMENTS OF MENTAL SCIENCE. By Henry N. Day. Iverson, Blakeman, Taylor & Co., Publishers. New York and Chicago: 417 pp. \$1.00.

This text-book in Mental Science is designed to be a compact but comprehensive presentation of the facts of the human mind in scientific method and form. Its design is rather to prepare the beginner in mental studies for a thorough understanding of the history of philosophic thought in the past, and of the speculations and discussions in this field of investigation at the present. For convenience of analysis, the author has divided the subject into four books, following the General Attributes of the Mind, as follows: I., The Sensibility;—II., The Intelligence;—III., The Will;—IV., The Reason. Under "The Sensibility" are two views, the Subjective and Objective, which are treated in seventeen chapters, including, among other points, pleasure and pain, the sensations, emotions, affections, desires, sentiments, passions, imagination, memory, mental reproduction, artistic, philosophical, and practical imagination. Book III. has ten chapters,—book IV., eight chapters, and book V., three chapters, treating the mind as organic whole. The science is carefully defined by the author, in its proper province and comprehension, and is mapped out into departments that are determined by lines of separation appearing in the nature of the mind, so that the treatment may be recognized as exact, orderly, and exhaustive.

A LOST WIFE. A Novel. By Mrs. H. Lovett Cameron. Philadelphia: J. B. Lippincott Co. 288 pp. 25 cents.

Mrs. Cameron is an entertaining writer; her works are always pure in character, and the present story, is life-like, well written, and calculated to hold the reader's interest from first to last. The "Lost Wife" is a surprise, and comes in as an unexpected character, and really takes a subordinate place in the story. The book is a good one for a leisure hour.

THE TENT ON THE BEACH. By John Greenleaf Whittier. With an Introduction and Notes. Houghton, Mifflin & Company. Boston: 4 Park Street; New York: 11 East Seventeenth Street. The Riverside Press, Cambridge. 73 pp. 15 cents.

The richness of Mr Whittier's descriptive verse is found when his mind is kindled by the varied forms of scenery, both mountain and ocean. His framework of the "Tent on the Beach," is very simple. "The poet fancies himself, with two of his favorite companions camped out on the long beach between the Merrimac and Hampton rivers,—where he reads his poem to them, and their comments furnish the thread which holds the verses together. It is full of nature, and speaks direct to the heart of the reader.

HAND-BOOK OF RHETORICAL ANALYSIS. Studies in Style and Invention. Designed to Accompany the Author's Practical Elements of Rhetoric. By John F. Genung, Ph.D. Boston: Ginn & Co., Publishers. 306 pp. \$1.25.

Following the general plan of the author's larger text-book, this volume is designed to alternate with it as different stages of the subject are reached. Under the two heads of Studies in Style and Studies in Invention, a series of selections from the best prose writers is given, with notes, questions, and references. These selections, while fairly representative, are, as the title indicates, extracts to be analyzed, in style and structure, for the purpose of forming, from actual examples, some intelligent conception of what the making of good literature involves. The studies in Style include selections from prominent authors, such as Bunyan, DeQuincey, Thackeray, Ruskin, Lowell, Carlyle, Huxley, Hawthorne, Macaulay, and others equally well known. Studies in Invention, are from Morley, Addison, Sir Arthur Helps, Blackmore, Stanley, Green, Hughes, Scott, Stuart Mill, Tyndall, Macaulay, and George William Curtis. An examination of the book shows that its design is to supply from the constructive point of view, what has hitherto seemed lacking—a practical answer to the question how to study literary models.

MANUAL OF RHYMES, SELECTIONS, AND PHRASES. Verses for every day. Edited by Oscar Fay Adams. Boston and Chicago: New England Publishing Co. 118 pp. 25 cents.

There is no American more familiar, perhaps, with the gems in verse of writings old and new, home and foreign, than Mr. Adams. He is universally recognized as an expert in this matter. To the selecting of the material for this book, he has given special attention, and it has well repaid the effort. The selections are grouped by months, and there is one for every day in the month. At the close of the month are the birthdays of noted authors, with important events of the month. At the close is a department devoted to "Rhymes for Speaking Times." Daintier selections for memorizing, in quality, arrangement, variety, and beauty, can hardly be found anywhere. The skill shown by Mr. Adams is wonderful.

English History. By Contemporary Writers.—THE CRUSADES OF RICHARD I., 1189-92. Selected and Arranged by T. A. Archer, B. A. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 392 pp. \$1.25.

The series, of which this volume is one, aims at setting forth the facts of English national history, political and social, and is planned not only for educational use, but for the general reader. As a subject for historical study, the Third Crusade possesses advantages that are wanting to most other periods of the Middle Ages. It is one of the few events for which there is unusual contemporary evidence,—of Christian, Mohammedan, Frenchman, Englishman, and Franco-Syrian. The book is brim-full of interest, commencing with a Chronological Summary of Events and Table of Contents,—while all through are scattered illustrations, of special value. The "war engines" are something wonderful to behold, as compared with those of the present time. The book is written in a pleasant, bright, and conversational style.

THE LONDON MEDICAL STUDENT, AND CURIOSITIES OF MEDICAL EXPERIENCE. By Albert Smith. New York: John B. Alden, Publisher. 147 pp. Cloth, 50 cents.

In this book the career of a student in a London medical college is traced in a decidedly humorous manner. The appearance of the "new man" when he comes up

from the country to continue his medical studies is aptly described, and the energy with which he enters upon his new duties is portrayed in a laughable manner. His subsequent course, his dodging of recitations, the letters home for money with which, ostensibly, to buy books, his examination, and the various "Curiosities of Medical Experience," are full of humor and wit. The work is reprinted from *Punch*, in which it appeared as a serial.

SOCIETY GYMNASTICS AND VOICE-CULTURE. Adapted From the Delsarte System. By Genevieve Stebbins (Mrs. J. A. Thompson). 25 West 33d street, New York: Edgar S. Werner. 108 pp. \$1.08.

This neatly bound little volume is a Delsarte primer for class use. In it are found regular lesson with questions, and portions of the text to be memorized. Music accompanies the movement exercises given, and as nothing is more attractive than a well trained class in movement exercises a book carefully and skillfully prepared will be well received by all persons who teach calisthenics. The Delsarte gymnastics have an aesthetic intent and effect, harmoniously developing the entire person, and not, as do the ordinary and old-time gymnastics, building up the physical at the expense of the mental, and resulting in angularity. Neither gymnastic apparatus nor change of dress is required in the Delsarte system of movement exercises.

ONE HUNDRED LESSONS IN ENGLISH COMPOSITION. By W. H. Huston, M. A. Boston: New England Publishing Co., 3 Somerset Street. 68 pp. 25 cents.

Anything that is good, and helps teachers in their work, is welcome, and the design of this pamphlet is for that purpose. Nearly all of the exercises have been tried and proved. The entire book is graded and arranged in such a way that four consecutive exercises will form an ordinary school lesson. Oral work comes into every lesson,—which is according to nature, for the tongue is much more used than the pen. It is believed that these exercises will greatly aid teachers in composition exercises.

STORY CARDS FOR PRIMARY CLASSES. Twenty Lessons in Reading and Spelling, Supplementary to any Primer. By Laura F. Armitage. Boston: Eastern Educational Bureau, 50 Bromfield street. 25 cents.

These prettily tinted story cards are 5x8 inches, printed on both sides, each having a picture and a story about it on one side, and ten words for spelling, in print and script type, with figures, on the other. The cards are made of Bristol board, and colored in yellow, blue, and pink. Primary teachers will find these cards of great service in teaching little children the art of reading.

THE SCHOOL HYMNARY. A Collection of Hymns, Tunes, and Patriotic Songs for Use in Public and Private Schools. Compiled and Arranged by Joseph A. Graves, Ph.D. New York: Charles E. Merrill & Co. 176 pp.

The compiler of this song-book has had a three-fold purpose in preparing it. He designed to select from the best hymns those most suitable for use in schools,—to set them to tunes of a good and permanent character,—and last, to arrange the tunes so that children can use and enjoy them. The selections can be used for morning and evening devotion, and general praise. Other subjects are childhood, faith, hope, love, heaven, Christmas and special occasions, with a good selection of national songs. The book is well bound,—and has good paper and clear type.

JERRY: A Story for Young Folks. By Ellen F. Pratt. New York: John B. Alden, Publisher, 334 pp. Cloth, 75 cents.

This neatly bound, well made book, contains a spirited story which will especially please the young people, and furnish no small amount of entertainment to grown up folks. It opens sadly with a record of intemperance and consequent misery, but the scene soon changes and a love story begins in earnest. A variety of adventures take place, numerous characters are introduced, events move rapidly, and the interest in the story is kept up until the close is reached. Jerry is a very important element in the story.

PHYSIOLOGICAL NOTES ON PRIMARY EDUCATION AND THE STUDY OF LANGUAGE. By Mary Putnam Jacobi, M. D. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 120 pp. \$1.00.

These "Physiological Notes" by Dr. Jacobi, are divided into three parts:—I, An Experiment in Primary Education,—2, The Flower or the Leaf, and 3, The Place for the Study of Language in a Curriculum of Education. In writing these "Notes" the author has made an excellent contribution to the science of education. She commences with the statement, that the first studies should be selected, not in reference to their utility, but on account of their influence in developing intellectual power. She forcibly shows that education should give children power of thinking, rather than the ability of doing certain useful things. Under the third topic the author discusses in a very satisfactory manner the place for the study of language; in it she outlines the opinions of Max Muller and Noire. Her conclusions are drawn with great care, and although we should dissent from some of them, yet we believe that no American has discussed this subject with greater ability than Dr. Jacobi. Every page of the book gives evidence of thought.

MOODY MOMENTS. Poems. By Edward Doyle. Ketcham & Doyle, Publishers, 302 West 126 street, New York. 95 pp. Cloth, \$1.00.

These poems by Mr. Doyle, vary greatly, and range from the sentimental to the grave and gay. They, as a rule, are not moody, but thoughts of moods, and contain some fine descriptions. Many of them bear very familiar titles, but have a character of their own and are very fine.

"WASHINGTON'S LEGACY," AND WASHINGTON'S LETTER to Benjamin Harrison, Governor of Va., 1784. 5 cents per copy.

These "Leaflets" are from the "Old South Leaflets" series. Washington's Legacy is a "Circular letter addressed to the Governors of all the states on disbanding the army." Washington's Letter to Benjamin Harrison, is on "The opening of communication with the West," written October 10, 1784.

PUKESCH DE SALOMON. Pelovepolol Se Ulvodem Fa Samuel Hubsch. Being a Translation of the Proverbs of Solomon, from the Original Text into The Universal Language Volapuk. New York: 226 E. 37 Street. 42 pp. 50 cents.

The majority of readers will, perhaps, prefer the Proverbs of Solomon in the original, instead of the "Volapuk" language. As there are so many essential points to be touched in the present curriculum of school work, it may seem an uncalled for thing to provide a new language, and add another burden to the already overburdened teacher.

REPORTS.

FIFTY-NINTH ANNUAL REPORT OF THE PUBLIC SCHOOLS OF CINCINNATI, 1888. Hon. Emerson E. White, superintendent.

A very creditable exhibit of the work done in the schools was made at the centennial exposition. The educational department of the exposition attracted thousands of visitors. The circulation of the public library during the year was almost one million volumes. There was much greater than ever before in the history of that institution. The instruction given in the city teachers' institute was practical and useful, and the schools profited greatly thereby. The promotion of pupils on the basis of class work showed that the estimates more fairly represented the proficiency of the pupils than the examination results. In the teaching of language a marked change has been made in the substitution of exercises in the use of language, oral and written, for technical grammar. The method of teaching geography has also been reformed. Prominence was given to the teaching of morals and manners. The adding of a half year to the course of instruction in the normal school has greatly improved the training afforded by the school.

LITERARY NOTES.

THE CENTURY DICTIONARY, for which subscriptions are being taken, will contain 300,000 words, more than in any other dictionary yet published. It will be a complete dictionary of etymology, of spelling and pronunciation, of mechanical terms, of practical arts and trades, commerce, finance, of science, of medicine, of law, of theology, and of art and archaeology, mythology, sculpture, music, etc. It will also be a reference book of grammar and philology, an encyclopedia of general information, a dictionary of synonyms, and a treasury of quotations.

HOUGHTON, MIFFLIN & Co. will soon issue, in their "Riverside Library for Young People," "Birds through an Opera Glass," by Florence A. Merriam; and "Up and Down the Brooks," by Mary A. Bamford.

WORTHINGTON & Co. offer to the public a brilliant novel of German high life, "Two Daughters of One Race," by W. Heimbürg, translated by Mrs. D. M. Lowrey.

MACMILLAN & Co. publish "Henry the Seventh," by James Gairdner.

E. B. TREAT, 5 Cooper Union, New York, issues the "Medical Classics" series, of which sixteen volumes are now ready.

A. D. F. RANDOLPH & Co. will publish immediately, by arrangement, "Unknown Switzerland," by Victor Tissot, translated by Mrs. Wilson.

D. APPLETON & Co. publish "How to Study Geography," by Francis W. Parker, the latest addition to the "International Education Series."

CATALOGUES AND PAMPHLETS RECEIVED.

Bulletin of the Agricultural Experiment Station, Cornell University, April, 1889: 1. On the Production of Lean Meat in Mature Animals. 2. Does Heating Milk Affect the Quality or Quantity of Butter?

Proceedings of the Board of Education, New York City, Wednesday, May 15, 1889. J. Edward Simmons, president.

Catalogue of the Manual Training School, St. Paul, Minn., 1888-9. Charles A. Bennett, B.S., principal.

Examination of the Throat and Nose of Two Thousand Children to Determine the Frequency of Certain Abnormal Conditions, by W. Franklin Chappell, M.D., M.R.C.S. Eng., attending physician to the chest and throat department, Presbyterian Hospital, New York.

Literary Bulletin of Houghton, Mifflin & Co., Boston and New York, June, 1889.

Program of Arrangements Observed on the Queen's Birthday, 1889, at the Ceremony of the Unveiling of the Statue of the Rev. Egerton Ryerson, D.D., LL.D., founder of the school system of Ontario. Dr. Ryerson is called the Horace Mann of Canada.

Report of the Jacksonville, Fla., Auxiliary Sanitary Association, covering the work of the association during the yellow fever epidemic, 1888. Edited by Charles S. Adams.

Scheme for a Girls' High School, Philadelphia, Pa.

Circular for 1888-9 of the State Normal School at Framingham, Mass. Ellen Hyde, principal.

MAGAZINES.

Albert Shaw, of the Minneapolis Tribune, contributes an article to the *Political Science Quarterly* for June on "Municipal Government in Great Britain." J. Hampden Dougherty describes the movements of the last forty years for amendment of the "New York State Constitution." Frederick W. Whitridge writes on "Rotation" in office, advocating a repeal of the four years' law, which he regards as the basis of the spoils system. E. P. Cheyney, of Pennsylvania University, criticizes from a social and economic point of view the decisions of the American courts on "Conspiracy and Boycott Cases." Professor J. W. Jenks, of Knox College, Illinois, gives a history of the whisky trust, and its effect on prices.—A sketch is given by Mr. Williamson, Philadelphia's millionaire philanthropist, in the *Phrenological Journal and Science of Health* for June. Martha E. Holden, a Western writer, also has a place among the notables. There are many other attractive features.—"The Summer Care of Children," "The Musical Education," and "Where Shall we Spend the Summer?" are some of the articles in *Babymoon* for June.

Beacons Along the Wayside.

When one who is bewildered discovers a beacon ahead, difficulties seem to vanish; and if we except intervening roots and brambles, the haven is soon attained.

So much for what will presently be our simile.

When one, who is ill sees the good results of a means of cure, in cases far more desperate than his own, convalescence seems possible were it not for doubts and fears. Nevertheless Compound Oxygen is still a refuge for the sufferer. Here are a few encouraging beacons along the wayside.

ATLANTA, GA., March 22, 1888.
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COLUMBIA, S. C., March 13, 1888.
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DR. JOHN L. GIRARDEAN.

WILLISTON, S. C., March 20, 1888.
"I am pleased to report a continued improvement both in myself and wife. May you live long to bless suffering humanity with your Compound Oxygen treatment."
REV. W. W. GRAHAM.

GASTONIA, GASTON CO., N. C., May 25, 1888.
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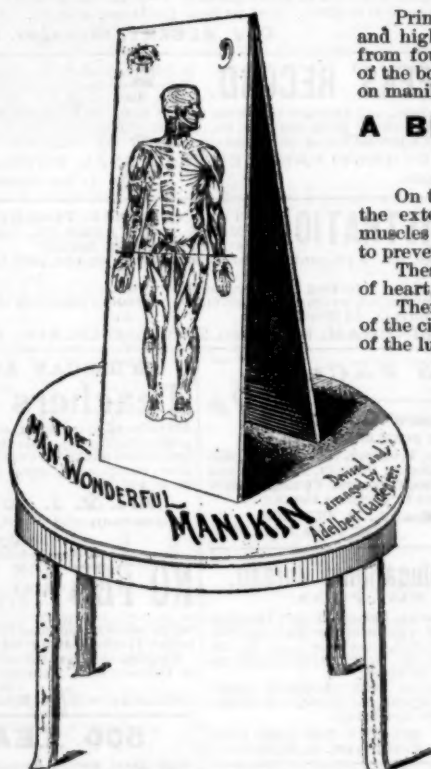
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Then removing the bony frame from the front of the lungs, we get a complete view of the circulation, the heart, exterior and interior, the trachea, bronchial tubes, the lobes of the lungs and all parts, as the stomach, the pancreas and spleen behind the same, the small intestines, the liver and gall bladder, the lymphatic system, the diaphragm and kidneys; these in turn may be removed one at a time.

In the head is shown the brain, the cerebrum and cerebellum, the nerves leading to the eyes, nostrils, and teeth.

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THE PUBLISHERS' DESK

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